FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GEORGE W. MARKS ELEMENTARY SCHOOL

District Name: Volusia

Principal: Kathryn Godbee

SAC Chair: Jacquese Slocum

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					At George Marks Elementary: 2012: A School, High Standards in Reading 64%, Math, 56%, Writing 77%, Science 63%. Making Learning Gains in Reading 69%, Math 67%, Lowest 25% making learning gains in Reading 69%, Math 63%. 2011: B school, High Standards in Reading 77%, Math 75%, Writing 79%, Science 63%, Making Learning Gains in Reading 62%, Math 60%, Lowest 25% making learning gains in Reading 48%, Math 61%, AYP 74% At George Marks Elementary: 2010: A school, High Standards in Reading 81%, Math 81%, Writing 86% Science 70%, Making Learning Gains in Reading 66%, Math 70%, Lowest 25% making learning gains in Reading 54%, Math 68%, AYP 79%

					2009: A school, High Standards in Reading 87%, Math 80%, Writing 81% Science 59%, Making Learning Gains in Reading 75%, Math 69%, Lowest 25% making learning gains in Reading 56%, Math 55%, AYP 87%
Principal	Kathryn L. Godbee	BA Elementary Education MA Educational Leadership Gifted, ESOL, K-5,	4	13	At Pierson Elementary: 2008: A school, High Standards in Reading 71%, Math 63%, Writing 66% Science 38%, Making Learning Gains in Reading 68%, Math 68%, Lowest 25% making learning gains in Reading 78%, Math 73%, AYP 95% 2007: B school, High Standards in Reading 64%, Math 54%, Writing 65% Science 45%, Making Learning Gains in Reading 62%, Math 67%, Lowest 25% making learning gains in Reading 74%, Math 82%,AYP 97% 2006: C school, High Standards in Reading 71%, Math 58%, Writing 73% Making Learning Gains in Reading 55%, Math 63%, Lowest 25% making learning gains in Reading 52%, AYP 85% 2005: A school, High Standards in Reading 75%, Math 60%, Writing 72%, Making Learning Gains in Reading 72%, Math 75%, Lowest 25% making learning gains in Reading 61%, AYP 93% 2004: B school, High Standards in Reading 69%, Math 53%, Writing 90%, Making Learning Gains in Reading 62%, Math 67%, Lowest 25% making learning gains in Reading 53%, AYP 93%
Assis Principal	Jacquese Slocum	BS Elementary Education K - 6, MA Educational Leadership,ESOL Endorsement.	8	2	At George Marks Elementary: 2012: A School, High Standards in Reading 64%, Math, 56%, Writing 77%, Science 63%. Making Learning Gains in Reading 69%, Math 67%, Lowest 25% making learning gains in Reading 69%, Math 63%.

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)

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 support group lead by a National Board Certified Teacher	Administrators, NBCT teacher	Ongoing	
2	Teacher Induction Program	Administrators	Ongoing	
3	Monthly Administrator Meetings	Administrators	Ongoing	
4	PLC Activities	PLC, Administration	Ongoing	

5	Professional Development	Administration	Ongoing	
6	Celebration/Teacher Recognition	SAC, PTA, Administartion	May, 2013	
7	Teacher Showcase	Administration	May, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%(0)	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	2.5%(1)	5.0%(2)	35.0%(14)	57.5%(23)	32.5%(13)	100.0%(40)	7.5%(3)	12.5%(5)	62.5%(25)

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
Rachel Roody	Christina Sills	Mrs. Manning is a National Board Certified teacher with Outstanding evaluations and experience in mentoring. Mrs. Manning is at the same grade level.	Observations, mentor discussions, video crtique, demonstration teaching and side by side coaching. Empowering Educator Excellence Program.
Donna Fine	Christina Sills	Donna Fine was selected by the district as a PAR mentor to help Mrs. Sills through her first year of teaching.	Observations, mentor discussions, video crtique, demonstration teaching and side by side coaching. Empowering Educator Excellence Program.

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

George Marks Elementary is no loner a Title One school.

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

The school works closely with the district 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. George Marks Elementary utilizes these resources though the following:
• Before/After School Tutoring in Math
• Before/After School Tutoring in Reading
• Saturday Science Camp

Violence Prevention Programs

George Marks Elementary offers the following non-violence and anti-drug programs:
• Red Ribbon Week
• Peer Mediation program
• Crisis training program
• Suicide prevention program
• Bullying program
• Behavior Leadership Team
Student Leadership Program

Nutrition Programs

George Marks Elementary offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutrition and Wellness classes
• Health classes

- Personal Fitness classes
- Running Club

Housing Programs

N/A

Head Start

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

Other

Future Florida Educator's Association Chapter being offered at GME to excite our students about the possibility of becoming an educator.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting MTSS. The principal ensures that educators are implementing the district's MTSS accessible through the K-12 curriculum link of the webpage (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of MTSS. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of MTSS. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS MTSS website in order to address the purpose of MTSS in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.
School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on MTSS.

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

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

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

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

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

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> Our LLT consists of six general education classroom teachers, one gifted teacher, one physical education teacher, one separate class ESE teacher, Media Specialist, and two administrators.

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

> Reading is added to the monthly Leadership agenda. Reading is discussed at all PLC meetings.

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

> The major initiative of the LLT will be to strengthen the 120 minute reading block. Our goal is to ensure high quality core instruction, in addition to implementing a daily 30 minute intervention block.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

> N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

> N/A

*High Schools Only

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

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

> N/A

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

> N/A

Postsecondary Transition

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

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

> N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The numbers of students achieving proficiency (FCAT Level 3) will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.92%(61)	26.92% (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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Lack of home libraries in all homes.	Promote availability of media center to families	Media Specialist	Monitor number of books checked out to families.	Media software
3	Lack of parent involvement	Offer PTA Family Reading Nights scheduled throughout the year.	PTA, Media Specialist	Monitor number of families in attendance	Attendance logs
4	Limited access to reading materials outside of school	Encourage greater participation in Reading Counts Program	Media specialist and classroom teachers	Increase in learning gains for lowest 30% of our students	FCAT reading scores, Individual Points earned,
5	No barriers	Waterford Computers grades K - 1	Classroom Teachers	Increase in student performance in reading	PRS scores from FAIR testing
6	No Barriers	Small group instruction	Classroom teachers	Ongoing progress monitoring	FAIR
7	Space available to all who need the support	Academic Summer Programs for ESE and ESOL students	District level curriculum specialists	Attendance	End of program showcase
8	No Barriers	Take home reading materials	Classroom teachers and administrators	Ongoing progress monitoring	FAIR
9	Lack of funding for tutoring	Solicit volunteer tutors from parent base, Stetson students and retired teachers	Administration	Student attendance	FAIR
10	Professional Development of non classroom teachers	School wide intervention block	Administration,gradelevel curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements

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:	N/A

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (76)	31% (78)

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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Lack of funding for tutoring	Solicit volunteer tutors from parent base, Stetson students and retired teachers	Administration	Student attendance	FAIR
3	Limited access to reading materials outside of school	Encourage greater participation in Reading Counts	Media Specialist, classroom teachers	Tracking of Reading Counts points	Reading Counts Program
4	Lack of parent involvement	Participation in PTA Reading Fun Nights	PTA, Media Specialist	Monitor number of families in atendance	Attendance Logs
5	Transportation	Odyssey of the Mind	Gifted Teachers	Number of students attending	Competition results
6	Transportation	National Elementary Honor Society	Classroom Teachers	Number of students attending	Participant survey 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The number of students making learning gains in reading will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The number of students making learning gains in reading is 69% (118).	The number of students making learning gains in reading will increase to 75% (123).

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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Lack of funding for tutoring	Solicit volunteer tutors from parent base, Stetson students and retired teachers	Administration	Student attendance	FAIR
3	Limited access to reading materials outside of home	Encourage greater participation in Reading Counts Program	Media Specialist and Classroom Teachers	Increase in learning gains in lowest 30% of our students	FCAT reading scores, individual Reading Counts points earned
4	Space available to all who need support	Academic Summer Programs for ESE and ESOL students	District lervel Curriculum Specialists	Attendance	End of program showcase
5	Parent ability to get students to school early.	FCAT Explorer Tutoring, twice weekly before school	Fifth grade teacher wrote the grant, various teachers will provide the service	Monitor progress within the program	FCAT Explorer

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:	N/A

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making learning gains will increase by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students in lowest 25% making learning gains was 64%.	The percentage of students in lowest 25% making learning gains will be 70%.

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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Lack of funding for tutoring	Solicit volunteer tutors from parent base, Stetson students and retired teachers	Administration	Student attendance	FAIR
3	Parent involvement	Making the media center more accessible for families.	Administrators	Monitor the number of famililes that visit the media center before and after school. Track student growth using formative data such as scantron and perfromance matters and meet reguarly to discuss student growth.	District assessments, FCAT data and teacher created formative assessments.
4	Transportation	After school Book Club	Administrators	Increased interest in reading	Reading tests and RC points
5	Not all families have parents who can read or who can read English	Homework help in the morning.	ESOL Teachers	Teacher monitoring	Monitoring Logs
6	None	Intervention groups using elements of vocabulary	Classroom Teachers	CBM Probes	FAIR Data

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

	Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (59% proficient) or through safe harbor (68% proficient). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55%	59%	63%	67%	71%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in 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 68% Hispanic 47% Black 50%	White 69% Hispanic 40% Black 40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited at home practice	Provide Language Acquisition	ESOL teachers, classroom teachers	Increased knowledge of vocabulary	CELLA scores
2	Parent involvement	Drop Out Prevention Program (Alpha Program)	Alpha Counselor	Monitoring work completed, homework and classwork	FCAT scores, Interim reading tests
3	Some materials may not be returned	Future's Mini grants to provide take home materials	Classroom teachers who wrote the grants	Tracking log to monitor participation	Tracking Log
4	Family Support	Homework help table	ESOL Teachers	Teacher monitoring	CELLA Scores and 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 38% proficient	ELL: 38% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parent involvement	Offer PTA Family Reading Nights scheduled throughout the year.	PTA, Media Specialist	Monitor number of families in attendance	Attendance logs

2	Limited at home practice	Provide Language Acquisition	ESOL teachers, classroom teachers	Increased knowledge of vocabulary	CELLA scores
3	Parent availability to attend evening meetings	Offer Reading information at Parent Leadership Council	ESOL teachers, Administratiors	Increased awareness on the part of the parents as to the grade level specific requirements	FCAT and CELLA 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 20% proficicent	SWD: 33% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of home libraries in all homes.	Promote greater access of the media center to families	Media Specialist	Monitor number of books checked out to families.	Media software
2	Lack of parent involvement	Offer PTA Family Reading Nights scheduled throughout the year.	PTA, Media Specialist, Academic Coaches, Reading Intervention Teachers	Monitor number of families in attendance	Attendance logs
3	Limited access to reading materials outside of school Program	Encourage greater participation in Reading Counts	Media specialist and classroom teachers	Increase in learning gains for students in our sub groups	FCAT reading scores, Individual Points earned

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 53% proficient	ED: 48% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of home libraries in all homes.	Promote availability of media center to families	Media Specialist	Monitor number of books checked out to families.	Media software
2	Family support	Homework help table	ESOL teachers	Teacher monitoring	District asssessments

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
Early Reading Intervention Training	K	Administration,	Kindergarten team	Initial Training 09/14/12, Implementation with in 3 weeks, structured Coaching and mentoring within 60 days as follow up.	Classroom visitations and Coaching	Instructional Support Teachers and Administration.
HELPS Fluency	1 - 3	NBCT Teacher on staff	Non core teachers and second grade instructional team.	Initial Training 08/16/12, Implementation with in 30 days, structured Coaching and mentoring within 60 days as follow up.	Classroom visitations and Coaching	NBCT Teacher on staff and Administrators
Common Core State Standards	K - 5	Administrators	School wide	8 Early Release Training days, PLCs, Faculty Meetings, Content Area Meetings	Coaching, Instructional Support Teachers,Lesson Plans	Administration
Standards Referenced Grading	K - 5	Administrators, Gradebook Managers, District Staff	School Wide	8 Early Release Training days, PLCs, Faculty Meetings, Content Area Meetings	Administrators, Gradebook Managers, District Staff, Gradebook reports through VIMS.	Administration
Technology Training	K - 5	Administrators	School wide	On going	Classroom visitations and Coaching	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
HELPS Intervention	Purchased plastic sleeves and binders for teacheers to store researched based materials.	Extended Day Enrichment Program	$100.00
			Subtotal: $100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Edmodo Training	Purchased pizza to encourage attendance at optional taining.	Extended Day Enrichment Program	$46.00
			Subtotal: $46.00
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: $146.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in listening/speaking on CELLA will increase by 4%.			
2012 Current Percent of Students Proficient in listening/speaking:				
31% (22)				
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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher observations	CELLA, IPT, FCAT, district assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for ELL learners.	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher observations	CELLA, IPT, FCAT, district assessments
4	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive Professional Development related to effective instructional practices for teaching ELLs	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher observations	CELLA, IPT, FCAT, district assessments
5	Spanish speaking parents are not able to help their children with homework written in English.	Provide homework assistance in the cafe Tuesday - Friday morning during breakfast.	ESOL Teacher and ESOL Paraprofessional	Attendance, teacher observations	Reading & Math assessment data, CELLA, IPT, FCAT, district assessments

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in reading on CELLA will increase by 4%.			
2012 Current Percent of Students Proficient in reading:				
41% (29)				
Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher observations	CELLA, IPT, FCAT, district assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for ELLs.	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher observations	CELLA, IPT, FCAT, district assessments
3	Providing comprehensible instruction to English Language Learners	Ensure teeachers receive Professional Development related to effective instructional practices for teaching ELLs.	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher observations	CELLA, IPT, FCAT, district assessments
4	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
5	Spanish speaking parents are not able to help their children with homework written in English.	Provide homework assistance in the cafe Tuesday - Friday morning during breakfast.	ESOL Teacher and ESOL Paraprofessional	Attendance, teacher observations	Reading & Math assessment data, CELLA, IPT, FCAT, district assessments

Students write in English at grade level in a manner similar to non-ELL students.		
3. Students scoring proficient in writing. CELLA Goal #3:		The percentage of students scoring proficient in writing on CELLA will increase by 3%.
2012 Current Percent of Students Proficient in writing:		
62% (44)		

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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Providing comprehensible instruction to English Language Learners observations	Ensure teachers receive Professional Development related to effective instructional practices for teaching ELLs.	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher	CELLA, IPT, FCAT, district assessments
3	Providing comprehensible instruction to English Language Learners	Ensure teachers use English Language Proficiency Standards for ELL.	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher observations	CELLA, IPT, FCAT, district assessments
4	Providing comprehensible instruction to English Language Learners	Ensure teachers receive Professional Development related to effective instructional practices for teaching ELLs.	Administration and Instructional Support Teachers	On going monitoring of formative assessments and teacher observations	CELLA, IPT, FCAT, district assessments
	Spanish speaking	Provide homework	ESOL Teacher	Attendance, teacher	Reading & Math

| 5 | parents are not able to help their children with homework written in English. | assistance in the cafe Tuesday - Friday morning during breakfast. | and ESOL Paraprofessional | observations | assessment data, CELLA, IPT, FCAT, district assessments |

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (FCAT Level 3) in Math will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (76 students)	40% (99)

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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Limited number of computers and hand held devices.	Moby Math Website	Classroom teachers	Ongoing Progress Monitoring	District Math Assessments
3	Parent Attendance	Second Grade Math Fluency Night	Second Grade team	Increased learning	District Math Assessments
4	Transportation	After school Tutoring	Teachers	Increased learning	District Math Assessments
5	Not all teachers have the resource	FASTTMATH	Classroom teachers who have the program	Curriculum Based Measurement	CBM
6	Time	Hands-on, real world math daily practice	Classroom teachers	Increased learning	District Math Assessments
7	Children cannot attend without parent	Publix Family Math Night	Math Contact	Increased attendance from last year, response to work stations	Data collection sheet
8	Available resources	Increase math fluency of math facts	Classroom teachers	Increased Learning	District Math Assessments
9	Limited number of computers and hand held devices.	Moby Math Website	Classroom teachers	Ongoing Progress Monitoring	District Math Assessments

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase the percent of students scoring at current level by 8% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (69)	35% (88)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Lack of funding for tutoring	Solicit volunteer tutors from parent base, Stetson students and retired teachers	Administration	Student attendance	FAIR
3	Transportation	Explore the use of Sunshine Math	Classroom teachers/club sponsors	Increase in learning	Pre/post test

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

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in math will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (114)	68% (169)

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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Lack of funding for tutoring	Solicit volunteer tutors from parent base, Stetson students and retired teachers	Administration	Student attendance	FAIR
3	Children cannot attend without parent	Publix Family Math Night	Math Contact	Increased attendance from last year, response to work stations	Data collection sheet
4	Number of spaces available	Lunch Bunch Tutoring	Fifth grade teachers	Curriculum Based Monitoring	Individual intervention CBM
5	Tardiness, attendance	FCAT Explorer Early Birds	Teachers	Monitoring of FCAT Explorer achievement levels	FCAT Explorer individual student reports
6	Time	Hands-on, real world math daily practice	Classroom teachers	Increased learning	District Math Assessments
7	Parent Attendance	Second Grade Math Fluency Night	Second Grade team	Increased learning	District Math Assessments
8	Not all teachers have the resource	FASTTMATH	Classroom teachers who have the program	Curriculum Based Measurement	CBM
9	No Barrier	Times Attack Sumdog	Classroom Teachers	Increased Learning	District Assessments
10	Limited number of computers and hand held devices.	Moby Math Website	Classroom teachers	Ongoing Progress Monitoring	District Math Assessments

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The percentage of students in lowest 25% making learning gains was 58%.	The percentage of students in the lowest 25% making learning gains will increase to 63%.

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	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Lack of funding for tutoring	Solicit volunteer tutors from parent base, Stetson students and retired teachers	Administration	Student attendance	FAIR
3	Children cannot attend without parent	Publix Family Math Night	Math Contact	Increased attendance from last year, response to work stations	Data collection sheet
4	Time	Hands-on, real world math daily practice	Classroom teachers	Increased learning	District Math Assessments
5	Not all teachers have the resource	FASTTMATH	Classroom teachers who have the program	Curriculum Based Measurement	CBM
6	Number of spaces available	Lunch Bunch Tutoring	Fifth grade teachers	Curriculum Based Monitoring Individual intervention	CBM
7	Limited number of computers and hand held devices.	Moby Math Website	Classroom teachers	Ongoing Progress Monitoring	District Math Assessments

---

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (58% proficient) or through safe harbor (61% proficient). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	49%	57%	58%	62%	66%	

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 62% Black 30% Hispanic 37%	White 66% Black 33% Hispanic 40%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Children cannot attend without parent	Publix Family Math Night	Math Contact	Increased attendance from last year, response to work stations	Data collection sheet
2	Transportation	After school Tutoring	Teachers	Increased learning	District Math Assessments
3	Time	Hands-on, real world math daily practice	Classroom teachers	Increased learning	District Math Assessments
4	Parent Attendance	Second Grade Math Fluency Night	Second Grade team	Increased learning	District Math Assessments
5	Not all teachers have the resource	FASTTMATH	Classroom teachers who have the program	Curriculum Based Measurement	CBM
6	Number of spaces available	Lunch Bunch Tutoring	Fifth grade teachers	Curriculum Based Monitoring Individual intervention	CBM
7	No Barriers	Times Attack Sumdog	Classroom Teachers	Increased Learning	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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 32% proficient	ELL: 41% proficient

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	After school Tutoring	Teachers	Increased learning	District Math Assessments
2	Children cannot attend without parent	Publix Family Math Night	Math Contact	Increased attendance from last year, response to work stations	Data collection sheet

3	Time	Hands-on, real world math daily practice	Classroom teachers	Increased learning	District Math Assessments
4	Parent Attendance	Second Grade Math Fluency Night	Second Grade team	Increased learning	District Math Assessments
5	Not all teachers have the resource	FASTTMATH	Classroom teachers who have the program	Curriculum Based Measurement	CBM
6	Number of spaces available	Lunch Bunch Tutoring	Fifth grade teachers	Curriculum Based Monitoring of Individual intervention	CBM
7	No Barriers	Times Attack Sumdog	Classroom Teachers	Increased Learning	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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 16% proficicent	SWD: 37% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	After school Tutoring	Teachers	Increased learning	District Math Assessments
2	Children cannot attend without parent	Publix Family Math Night	Math Contact	Increased attendance from last year, response to work stations	Data collection sheet
3	Time	Hands-on, real world math daily practice	Classroom teachers	Increased learning	District Math Assessments
4	Parent Attendance	Second Grade Math Fluency Night	Second Grade team	Increased learning	District Math Assessments
5	Not all teachers have the resource	FASTTMATH	Classroom teachers who have the program	Curriculum Based Measurement	CBM
6	No Barriers	Times Attack Sumdog	Classroom Teachers	Increased Learning	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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 46% proficient	ED: 48% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	No Barriers	Times Attack Sumdog	Classroom Teachers	Increased Learning	District Assessments
2	Transportation	After school Tutoring	Teachers	Increased learning	District Math Assessments
3	Children cannot attend without parent	Publix Family Math Night	Math Contact	Increased attendance from last year, response to work stations	Data collection sheet
4	Time	Hands-on, real world math daily practice	Classroom teachers	Increased learning	District Math Assessments
5	Parent Attendance	Second Grade Math Fluency Night	Second Grade team	Increased learning	District Math Assessments
6	Not all teachers have the resource	FASTTMATH	Classroom teachers who have the program	Curriculum Based Measurement	CBM

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Moby Math	4-5	Adminstration	Fourth and Fifth Grade Teachers	Quarterly	District Math Assessments	Administration
Thinking Math	K-5	District Thinking Math Contact	School Wide	Monthly Meetings	District Math Assessments	Administration

Mathematics Budget:

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

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:	The numbers of fifth grade students achieving proficiency (FCAT Level 3) will increase by 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(31)	33%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Families having materials	Science Fair Workshop	Fifth Grade team	Science Fair	Science scores on FCAT
3	Children having to attend with parents	Family Science Night	Science contact	Increased attendance from prior year	sign in sheets
4	No Barriers	Interactive Science Notebooks	Classroom teachers	Completed science notebooks	Science Assessments
5	No Barriers	Science Field trips to reinforce science curriculum i.e., Marine Science Center, Museum of Arts and Sciences	Classroom teachers and science contact	Comparison of FCAT Science scores from year to year	FCAT
6	Time in the day	Increased opportunities to use daily, content specific, integrated materials, i.e. Leveled Readers, daily readers	Clasroom teachers	Integration of science into all curriculum areas	FCAT
7	Lack of knowledge of CCSS standards in and Literacy strategies to incorporate into Science instruction	Implementation of Common Core State Standards	Administration, Instructional Support Teacher	Interactive Science Notebooks	District Interim Asessments

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

N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the percentage of students scoring at current level by 6%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(35)	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Professional Development of non core teachers	School wide intervention block	Administration, grade level curriculum chairs	On going progress monitoring	Reading & Math assessment data, Curriculum Based Measurements
2	Lack of funding for tutoring	Solicit volunteer tutors from parent base, Stetson students and retired teachers	Administration	Student attendance	FAIR
3	Transportation	Science Club	Science club sponsor	Participation in various after school science opportunities	FCAT
4	No Barriers	Science Field trips to reinforce science curriculum i.e., Marine Science Center, Museum of Arts and Sciences	Classroom teachers and science contact	Comparison of FCAT Science scores from year to year	FCAT
5	No Barriers	Interactive Science Notebooks	Classroom teachers	Completed science notebooks	Science Assessments
6	Lack of knowledge of CCSS standards and Literacy strategies to incorporate into Science instruction	Implementation of Common Core State Standards	Administration, Instructional Support Teacher	Interactive Science Notebooks	District Interim Asessments

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.	N/A

Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Sharing of content specific curriculum information	K - 5	K - 5 Grade Level Science Content Rep.	School Wide	Monthly	Meeting Minutes	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grade Level Sciecne Experiments	Supplies needed for each grade level.	District Science Funds	$402.59
			Subtotal: $402.59
			Grand Total: $402.59

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 achieving proficiency in writing will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (60 students)	80% (63)

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	No Barriers	Celebrate good writers, i.e., Young Authors, weekly celebrations for fourth graders as FCAT gets closer	Classroom teachers	Monitoring the increased level of writing	District Writing Prompts, FCAT Writes
2	No Barriers	Implementation of Thinking Maps	Classroom teachers	Use of Thinking Maps in the planning stages of writing	District Writing Prompts, FCAT Writes
3	No Barriers	Identify students scoring below level 3 on the district writing prompt and provide targeted instruction	Classroom teachers	Tracking scores on District Writing Prompts	District Writing Prompt and 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 group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	K-5	School Level Thinking Mapss Contact	School-Wide	Quarterly	Classroom visitations and coaching	Administration

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendace rate at George Marks Elementary will increase to 96.5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The attendance rate for George Marks Elementary was 95.7 % for the 2011-12 school year.	The attendace rate at George Marks Elementary will increase to 96.5%.
2012 Current Number of Students with Excessive	2013 Expected Number of Students with Excessive

	Absences (10 or more)	Absences (10 or more)
	One hundred, sitwenty-seven	One hundred
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
	One hundred, thirty	One hundred

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	Parent buy in	Frequent parent contact regarding attendance, i.e., Connect Ed, Parent Portal	Attendance clerk, administration	Monitoring of daily attendance	District attendance report (every 20 days)
2	Parent buy in	Recognition of perfect attendance	Administrators	Recognize perfect attendance at PRIDE Assembly	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
Attendance Contracts	K-5	Guidance Counselor, School Social Worker, Behavior Leadershio Team Chair	School-Wide	Ongoing	Monthly	Guidance Counselor, School Social Worker, Behavior Leadershio Team Chair

Attendance Budget:

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease the number of in school and out of school suspensions by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
7	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
7	7
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
34	20
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
27	10

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	Changes to school policy	Implement BLT process	Guidance Counselor, Administrators, classroom teachers	Nomination of students with behavioral concerns	Suspension rate
2	Changes to school policy	Develop school wide core values and behavior procedures	All personnel	Observation	Decrease in the number of discipline referrals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Problem Solving Team for Behavior Training	K - 5	School Psychologist	School Wide	Weekly	PST Meetings	Guidance Counselor

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	It is the goal of George Marks Elementary to increase the amount of parent involvement/volunteer hours we receive from all stakeholders by 3%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
218 volunteers (63% of families) earned 9,619 volunteer hours	Our goal is to increase the volunteer hours to include 66% of our families.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time, transportation	Offer evening information programs to help parents understand, FCAT, CELLA, Kindergarten Readiness	Administrators	Survey of parents as to whether or not workshop was helpful and what are future needs for workshops	Attendance logs from workshops
2	Schedules	Offer parents an opportunity to track student progress and receive weekly tips and resources on how to help their children.	Administrators, Classroom teachers	Track how many parents of the lowest 30% students begin using parent resources, i.e. Parent Portal, FCAT Explorer at home	Participation in Parent portal
3	Transportation	Offer science help to parents to support their children in completing required science fair boards.	Classroom teachers	Monitoring the participation of families	Exit Surveys

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
Quarterly Reading Nights	K-5	PTA SAC	School Wide	Quarterly	Parent Survey	PTA SAC Administration

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

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:	The participation of 5th grad students in the Science Fair will increase by 5%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and/or interest in STEM areas.	Publicize opportunities for student and parent participation in STEM events via the website, newsletter or ConnectEd.	Administrattion Science Fair Contact	Monitor usage data	Usage Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Fair PLC Focus	K-5	Curriculum Chair	School Wide	Twice a year	Increased participation in the science fair	Administration Curriculum Chair Science Fair Contact

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	HELPS Intervention	Purchased plastic sleeves and binders for teacheers to store researched based materials.	Extended Day Enrichment Program	$100.00
				Subtotal: $100.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Edmodo Training	Purchased pizza to encourage attendance at optional taining.	Extended Day Enrichment Program	$46.00
				Subtotal: $46.00

Professional Development

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

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Grade Level Sciecne Experiments	Supplies needed for each grade level.	District Science Funds	$402.59
				Subtotal: $402.59
				Grand Total: $548.59

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃞ Priority	⃞ Focus	⃞ Prevent	⃞ NA

Are you a reward school: ⃞ Yes ⃞ No

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

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
SAC funds will be used to support the implementaion of the School Improvment Plan.	$0.00

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

The School Advisory Council is a very important part of the decision making process at George Marks Elementary. They conduct many activities during a monthly meeting to assist in making our school a success. Planned activities for this year's meetings include opportunities to use current data to examine what is happening at the school and decide what problems need to be addressed. Presentations and workshops from school staff and district staff will be conducted to explain research based ways to solve the problems and create an action plan. Reports will be given to monitor progress and evaluate the success of the plan. Additionally, the School Advisory Council will create a school climate survey to determine the areas of improvement and strengths at George Marks Elementary ,along with giving input on this year's school compact.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
GEORGE W. MARKS ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	75%	79%	63%	294	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	60%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	61% (YES)			109	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					525	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District
GEORGE W. MARKS ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	81%	86%	70%	318	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	70%			136	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?	54% (YES)	68% (YES)			122	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					576	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested