# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
# 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HORIZON ELEMENTARY SCHOOL

District Name: Volusia

Principal: Gary Harms

SAC Chair: Sarah Wright and Brenda Hicks

Superintendent: Margaret Smith

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

Last Modified on: 10/19/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
| --- | --- | --- | --- | --- | --- |
| Principal | Mr. Gary Harms | BS Elementary Education M.Ed. Educational Leadership Certification in Elementary Education and School Principal | 7 | 19 | 2011 Horizon Elementary-A School,(61% R/ 57% M; 76% R/63% M; 81% R,/ 48% M) 2010 Horizon Elementary-A School,AYP 79% (72% R/77% M, 58% R/67% M, 50% R/79% M) * 2009 Horizon Elementary-B School, AYP 85% (83% R/ 77% M; 66% R/ 54% M; 56% R/ 35% M)* 2008 Horizon Elementary -A School, AYP 97% (86% R/ 86% M; 73% R/ 71% M; 75% R/ 73% M)* 2007 Horizon Elementary -A School, AYP 100% (84% R/ 85% M; 71% R/ 78% M; 65% R/ 75% M)* 2006 Horizon Elementary -A School, AYP 100% (84% R/ 82% M; 88% R/ 73% M; 94% R/ 68% M)* 2005 Hurst Elementary-A School, AYP 90% (77% R/ 71% M; 65% R/ 69% M; 57% R/---M)* |

| | | | | | *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) |
|---|---|---|---|---|---|
| Assis Principal | Ms Kimberly Williams | BS English Education 6-12 MS Educational Leadership K-12 | | | |

## INSTRUCTIONAL COACHES

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

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

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

| | Description of Strategy | Person Responsible | Projected Completion Date | Not Applicable (If not, please explain why) |
|---|---|---|---|---|
| 1 | New teacher programs (mentors, peer classroom visits, other site visits) | team leaders, administration | June, 2013 | |
| 2 | Professional development | team leaders, administration | June, 2013 | |
| 3 | PLC activities | team leaders, administration | June, 2013 | |
| 4 | Promotion of school (brochures, advertisements) | Team leaders, PTA, administration | June 2013 | |
| 5 | Celebrations/Teacher Recognition | team leaders, administration, PTA | June, 2013 | |
| 6 | Network with community/business leaders | PTA, administration | June, 2013 | |
| 7 | Leadership opportunities | team leaders, administration | June, 2013 | |

## Non-Highly Effective Instructors

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

| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|---|---|
| We have 4 instructional staff that are currently teaching out of field for ESOL. | Provide ESOL modules for these teachers to complete. Provide access to certification test information. |

## 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 |
|---|---|---|---|---|---|---|---|---|---|
| 46 | 0.0%(0) | 10.9%(5) | 21.7%(10) | 47.8%(22) | 47.8%(22) | 91.3%(42) | 8.7%(4) | 13.0%(6) | 34.8%(16) |

## Teacher Mentoring Program/Plan

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|---|---|---|---|
| n/a | | | |

# ADDITIONAL REQUIREMENTS

## Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

**Adult Education**

N/A

**Career and Technical Education**

N/A

**Job Training**

N/A

**Other**

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, PST Chair, School Psychologist, School Social Worker, Curriculum Chairs

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). Frequency of data review-monthly for data analysis or as determined by principal

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, Assistant Principal, PST Chair, School Psychologist, Curriculum Chairs

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

The school based literacy 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. We will also be addressing Common Core State Standards as well as the ELA anchor standards.

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

To increase reading and mathematics achievement for all students.

## 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

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

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.<br><br>Reading Goal #1a: | Students achieving proficiency (FCAT Level 3) in reading will increase by 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 29% (81) | 32% |

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Challenges of working with students who come from low SES backgrounds. | Ensure that teachers use available technology and media resources related to effective strategies in reading including StarFall and FCAT Explorer. | School administration, teachers | Ongoing monitoring of formative assessment data and teacher observation by administration. | District assessments and FCAT data. |
| 2 | Time for teacher collaboration to share best practices. | Provide uninterrupted teacher collaboration during planning and faculty meeting dates as needed. | School administration, teachers | Faculty survey in May 2013. | Student achievement outcome |
| 3 | Family involvement | Provide opportunities for parents to encourage reading with their students at school via the Book Fair Family Nights, Young Author's program, Music and Art night, and school spelling bee. | Media specialist, administration | Parent/student participation and feedback. | District assessments, FCAT results. |
| 4 | Students need incentives to increase time spent reading. | Provide incentives for students to participate in Reading Counts program. | Media specialist, administration, PTA. | Reading Counts participation. | District assessments, FCAT results. |
| 5 | 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. | Administrator Teachers | Ongoing monitoring of reading formative and summative assessment data<br><br>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:<br>Students scoring at Levels 4, 5, and 6 in reading. | Students scoring at or Levels 4,5, and 6 on FAA in reading |

| | | | will increase by 2%. |
|---|---|---|---|

| Reading Goal #1b: | |
|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|

| 20% (2) | 23% |
|---|---|

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

Administrative observation tools | Unique Reports FAA Scores |
| 2 | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses

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

Administrative observation tools | Unique Reports FAA Scores |
| 3 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation of Access course teachers in District's monthly Virtual PLC using webinar platform | Administration ESE Team | District follow-up survey

Check student progress data using Unique Reports | Unique Reports Survey |
| 4 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation of Access course teachers in District's monthly Virtual PLC using webinar platform | Administration ESE Team | District follow-up survey

Check student progress data using Unique Reports | Unique Reports Survey |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

Reading Goal #2a: | Students achieving above Acievement Levels 4 in reading will increase by 3%. |

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|

| 31% (88) | 34% |
|---|---|

| Problem-Solving Process to Increase Student Achievement | | | | |
|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Funding and other obstacles to provide enrichment activities to high achieving students. | School-wide use of reading enrichment materials and programs including above-level texts, media center access, and Reading Counts. | Media Specialist, School Administration, teachers | Increased student achievement and the implementation of strategies in the delivery of instruction. | District assessments, FCAT data |

| | | | | | |
|---|---|---|---|---|---|
| 2 | Opportunities to provide enrichment activities to high achieving students. | Storytelling Club including Read Across America program. | Debbie Wallace, Classroom teachers, school administration | Increased student achievement as measured by formative assessments. | District assessments, FCAT |
| 3 | Funding for enrichment reading mmaterials. | TumbleBook Library-reading program that turns existing books in to electronic books. | Media specialist, administration, classroom teachers. | Usage of electronic books. | District assessments, FCAT results. |
| 4 | More rigorous instruction is needed, with more opportunities for higher-level thinking skills. | Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1) | Curriculum Team | Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions. | Walk-throughs |
| 5 | Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day. | Teams will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment. | Administrator Teachers | Ongoing monitoring of formative and summative assessment data  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students | Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results |

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

| 2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b: | Students scoring at or above Level 7 on FAA in reading will increase by 2%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 30% (3) | 32% |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | 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 | Administration ESE Team | District follow-up survey  Check student progress data using Unique Reports | Unique Reports Survey |

| | | | a higher level and in various settings | | | |
|---|---|---|---|---|---|---|

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.<br><br>Reading Goal #3a: | Percentage of students making Learning Gains in reading will increase by 3%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 76% | 79% |

| 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 students identified as having exceptional needs and students who come from low SES. | Ensure that teachers have available resources such as technology, media center time, computer lab participation, leveled readers, and uninterrupted reading blocks related to effective strategies in reading. | School Administration, teachers | Track student growth using District assessments. Collaboration amongst grade levels to foster growth of all students using formative data. | District assessments, CBM, OPM, and FCAT results |
| 2 | Challenges of students identified as having exceptional needs and students who come from low SES. | TumbleBrook Library program. | Media specialist, administration, classroom teachers. | Track usage of electronic books and student formative test data. | District assessments, FCAT results. |
| 3 | Parent involvement in learning. | Provide opportunities for all parents to visit school and encourage their students through activities such as Fall Book Fair family Night, Fall Festival, Open House, and Meet your Teacher. | Teachers, PTA, Administration. | Parent/Student participation and feedback. | District assessments, FCAT results. |
| 4 | Funding for tangible incentives for students to increase time spent reading. | Reading Counts school-wide program. | Media specialist, teachers, administartion, PTA. | Reading Counts data. | District assessments, FCAT results. |
| 5 | Students with large gaps in reading achievement. | Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team. | ESE Lead Team, Administrators | FAIR assessments will be analyzed three times each year.<br><br>FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements. | FAIR assessments<br><br>FCAT Explorer<br><br>District Interim Assessments |
| 6 | 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 | Administrators | Monitor District Interim Assessments | FCAT 2.0<br><br>FAIR assessments |
| | Adequate time for teachers to review data, plan differentiated instruction, and deliver | Teams will meet weekly in Professional Learning Communities to work collaboratively in | Coaching Staff Administrator Teachers | Ongoing monitoring of formative and summative assessment data | Reading assessment data, FAIR data, Science assessment data, |

| | | | | | |
|---|---|---|---|---|---|
| 7 | the instruction within the school day. | collecting and analyzing data in order to plan effective differentiated instruction and enrichment. | | Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students | 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:

| | |
|---|---|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | Florida Alternate Assessment: Percentage of students making learning gains in reading will increase by 2%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 80% | 82% |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | Not all instruction has been consistently aligned to the NGSSS access points | Implement Access courses in all core academic areas, as well as Standards-Referenced Grading | Administration ESE Team | Check usage and implementation, as well as student progress data using Unique Reports<br><br>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<br><br>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<br><br>Follow-up coaching provided by program specialists | Administration ESE Team | Check usage and implementation, as well as student progress data using Unique Reports<br><br>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.<br><br>Reading Goal #4: | Percentage of students in lowest 25% making learning gains in reading will increase by 2%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 81% (34) | 83% |

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

| | | | Person or | Process Used to | |
|---|---|---|---|---|---|

|  | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | The school is experiencing an increase in the number of students with economic hardships and lacking the necessary background knowledge which is impacting the achievement of the lowest 25%. | Provide during and after school tutoring in reading, Walk to Intervention. | School Administration, teachers | Track student growth using data from reading assessments and collaborate regularly to foster growth among all students. | District assessments and FCAT data |
| 2 | Funds for incentives | Provide opportunities and incentives for participation in Reading Counts program. | Media Specialist, PTA, teachers | Student participation | District assessments and FCAT results |
| 3 | Funding and student participation due to transportation | During and Afterschool Tutoring | Administrator, teachers, curriculum chairs | Ongoing Monitoring through Formative Assessments | District assessments and FCAT results |
| 4 | Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers. | Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials. | Instructional coaches, tutors, administration. | Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data. | Reading assessment data, FAIR data, FCAT results. |

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 # <br><br> In 2012-2013, we will reduce the achievement gap by meeting the AMO target (63% proficient). <br><br> 5A : |
|---|---|

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
|  | 61 | 63 | 66 | 70 | 74 |  |

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. <br><br> Reading Goal #5B: | In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or Safe Harbor. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 65% <br> Black/African American: 40% <br> Hispanic: 59% <br> Asian: 67% | White: 69% <br> Black/African American: 44% <br> Hispanic: 63% <br> Asian: 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 |
| Challenges of working with students who come from low SES environments and students with exceptional | Ensure that all teachers collaborate and use materials, technology, and media center resources related to | School Administration, teachers | Ongoing monitoring of formative assessments and teacher observation by Principal. | District Assessments and FCAT results |

| | | | | | |
|---|---|---|---|---|---|
| 1 | needs. | effective instructional strategies in reading for all students. Implementation of the strategies within the classroom will be monitored. | | | |
| 2 | Funding to provide additional assistance to struggling readers,. | During and After school tutoring. | Teachers, tutors, administration, curriculum chair | Formative assessments of students receieving tutoring. | District assessments, 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 subgroup:

| 5C. English Language Learners (ELL) not making satisfactory progress in reading.<br><br>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.<br><br>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: 26% | SWD: 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 | The majority of our students with disabilities are below grade level in reading. | Ensure that all teachers have access to and use reading materials related to effective instructional strategies in reading for SWD's including approaching leveled readers, ongoing progress monitoring, and curriculum based assessments. Implementation within the classroom will be monitored.Training in Accomodations/Modifications. | Administration, classroom teachers | Ongoing monitoring of formative assessments and teacher observation by Principal | District Assessments and FCAT results |
| | Lack of knowledge on | Training in | Curriculum chair, | Ongoing monitoring of | District |

| | | | | | |
|---|---|---|---|---|---|
| 2 | accomodating a special learner. | Accomodations/Modifications. | teachers, administration. | formative strategies and observation by administration. | Assessments and FCAT results |
| 3 | Lack of appropriate high interest low readability literature. | TumbleBook Library. | Media specialist, teachers, administration. | Student participation and usage of library resource. | District Assessments and 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 subgroup: | |
|---|---|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br><br>Reading Goal #5E: | In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| ED: 53% | ED: 56% |

| 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 and exceptional needs. | Ensure that all teachers are using effective instructional strategies in reading such as high interest/low level readers, instructional technology, Reading Counts, and media center assistance in checking out appropriate reading materials for low SES students. Implementation of the strategies within the classroom will be monitored. | School administrator, teachers | Ongoing monitoring of formative assessment and teacher observation by principal. | District Assessments and FCAT results |
| 2 | Funds for tutoring. | Provide during and after school tutoring for students needing assistance. | School administrator, tutors, classroom teachers | Ongoing monitoring using Curriculum Based Measures. | District Assessments and FCAT results |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| Pinnacle | all | administration, gradebook managers | schoolwide | August-June | Classroom visitation | administration |
| Planning for the CCSS | all | acdmoistration | schoolwide | August-June | classroom visitations | administration |
| PD/ISE Day Training on VSET | all | administration | schoolwide | September | classroom visitations | administrations |
| Students' | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Role in CCSS: Cultivating Engagement | all | administration | schoolwide | November | classroom visitations | administration |
| Building Rigor for the CCSS | all | administration | schoolwide | August-June | classroom visitations | administration |
| Deepening Awareness of CCSS | all | administration | schoolwide | August-June | classroom visitations | administration |
| Designing Assessments Aligned to CCSS | all | administration | schoolwide | December | classroom visitations | administration |
| Frequent Formative Assessments for CCSS | all | administration | schoolwide | January | classroom visitations | administration |
| Next Steps for CCSS | all | administration | schoolwide | February | classroom visitations | administration |

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Reading Counts | incentives | PTA | $500.00 |
| | | | Subtotal: $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 |
| tutoring during school day | tutors | PTA, EDEP, grant | $5,000.00 |
| Afterschool Enrichment | tutors | PTA, EDEP, grant | $4,000.00 |
| | | | Subtotal: $9,000.00 |
| | | | Grand Total: $9,500.00 |

*End of Reading Goals*

# Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

75% (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 | Providing comprehensible instruction to English Language Learners | Data on ELL students language proficiency and achievement levels should be used for differentiated instruction | Administrator | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |
| 2 | Providing comprehensible instruction to English Language Learners | Ensure that teachers use English Language Proficiency Standards for English Language Learners and engaging activities such as MoreStarfall.com. | Administrator | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |
| 3 | Providing comprehensible instruction to English Language Learners | Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs. | Administrator | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |

| Students read in English at grade level text in a manner similar to non-ELL students. | |
|---|---|
| 2. Students scoring proficient in reading. CELLA Goal #2: | The percentage of students scoring proficient in Reading on CELLA will increase by 2%. |
| 2012 Current Percent of Students Proficient in reading: | |
| 58(7) | |

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

| | | Students write in English at grade level in a manner similar to non-ELL students. | | | |
|---|---|---|---|---|---|

| 3. Students scoring proficient in writing. CELLA Goal #3: | The percentage of students scoring proficient in Writing on CELLA will increase by 2%. |
|---|---|

2012 Current Percent of Students Proficient in writing:

67% (8)

| 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 | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |
| 2 | Providing comprehensible instruction to English Language Learners | Ensure that teachers use English Language Proficiency Standards for English Language Learners and activities to engage students such as MoreStarfall.com | Administrator | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |
| 3 | Providing comprehensible instruction to English Language Learners | Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs. | Administrator | Ongoing monitoring of formative assessments and teacher observations by principal | CELLA, IPT, FCAT, District Assessments |

CELLA Budget:

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

Subtotal: $0.00

Grand Total: $0.00

# 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.<br><br>Mathematics Goal #1a: | FCAT 2.0: Students scoring at Achievement Level 3 in mathematics will increase by 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 33% (94) | 36% |

| 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 | Pacing and meeting individual student needs | Follow district provided curriculum maps | Teachers and district staff | Formative and district assessments | FCAT 2013 and classroom math assessments |
| 2 | Family Participation and funding for materials | Teachers will inform parents of FCAT expectations through shared materials and/or family FCAT Prep Nights | Administrator and teachers | Parent participation and feedback | FCAT 2013 Math Assessment |
| 3 | Pacing and meeting individual student needs | Usage of FCAT Explorer in school computer lab and share with family for use at home. | Media specialist, teachers, administration. | Formative and District assessments | FCAT assessment |
| 4 | Teachers are not yet familiar with the Common Core State Standards in math | Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated | Administration<br><br>Grade Level Chair | Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators | VSET Evaluation<br><br>District interims<br><br>FCAT 2.0 |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 1b. Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics.<br><br>Mathematics Goal #1b: | Florida Alternate Assessment:<br>Students scoring at Levels 4, 5, and 6 in mathematics. . will increase by 2%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 20% (2) | 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 | 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<br><br>Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools | Unique Reports FAA Scores |
| 2 | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses<br><br>Follow-up coaching provided by program specialists | Administration ESE Team | Check usage and implementation, as well as student progress data using Unique Reports<br><br>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<br><br>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.<br><br>Mathematics Goal #2a: | FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics will increase by 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 24% (67) | 27% |

| 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 opportunities and programs for mathematics enrichment. | Weekly grade level meetings and provide uninterrupted time for teachers to implement enrichment activities and assessments. | Administration,classroom teachers | Classroom assessments of higher level/order thinking | District Assessments, and FCAT Results. |
| 2 | Limited opportunities and programs for mathematics enrichment. | Provide opportunities for students to utilize technology such as FCAT Explorer, FASTT Math, and Pearson. | Teachers, administration,media specialist. | Fornmtive assessments, data from technology programs. | District Assessments, and FCAT Results. |
| 3 | Lack of time and focus to devote to professional dialogue about teaching practices | Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and | Administration | Participation in professional development, coupled with follow-up observations<br><br>Teacher reflections | VSET observation<br><br>FCAT 2.0 |

| | | | | |
|---|---|---|---|---|
| | | cooperative Learning Consider the incorporation of project-based learning elements for enrichment. | | |

| 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. <br><br> Mathematics Goal #2b: | Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics will increase by 2%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 20% (2) | 22% |

<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 | 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 <br><br> Follow-up coaching provided by program specialists | Administration ESE Team | Check usage and implementation, as well as student progress data using Unique Reports <br><br> 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 <br><br> Evaluation of the student's need to access more rigorous courses and change placement if necessary <br><br> Discussion of application of skills and knowledge at a higher level and in various settings | Administration ESE Team | District follow-up survey <br><br> Check student progress data using Unique Reports | Unique Reports Survey |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: | |
|---|---|
| 3a. FCAT 2.0: Percentage of students making learning gains in mathematics. <br><br> Mathematics Goal #3a: | FCAT 2.0: Percentage of students making learning gains in mathematics will increase by 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 63% (101) | 66% |

<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 | Class time to meet individual student needs | Provide small group math instruction. | Teachers, administrators. | Ongoing monitoring of formative assessments | District assessments, FCAT data |
| 2 | Challenges of working with students coming from low SES. | Identify students for the purpose of monitoring and intervention. Provide opportunities for students to learn math facts through engaging activities such as FASTT Math computer program. | Administration Classroom Teachers | Ongoing monitoring of strategies, formative and common assessments. | District assessments, 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: | |
|---|---|
| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal #3b: | Florida Alternate Assessment: Percentage of students making learning gains in mathematics will increase by 2%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 80% (4) | 82% |

| 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 | 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 | Participation of Access course teachers in District's monthly Virtual PLC using webinar platform | District follow-up survey<br><br>Check student progress data using Unique Reports | Unique Reports FAA Scores<br><br>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<br><br>Follow-up coaching provided by program specialists | Administration ESE Team | Check usage and implementation, as well as student progress data using Unique Reports<br><br>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 mathematics.<br><br>Mathematics Goal #4: | FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics will increase by 3%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| 48% (19) | 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 | Family Participation and funding for materials | Teachers will inform parents of FCAT expectations through shared materials and/or family FCAT Prep nights. | Administration and Teachers | Parent participation and feedback | District Assessments and FCAT Results |
| 2 | Student access and funding for website licenses | Provide links to student friendly math websites on our Horizon Homepage | Webmaster, Media Specialist, administartion, teachers | Ongoing monitoring of formative assessments | District assessments and FCAT results |
| 3 | The school is experiencing a high mobility rate impacting the stability of our lowest 25%. | Provide opportunities for all students to access math technology available in school and at home. | School administration, classroom teachers | Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data. | District Assessments and FCAT Results |

| 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 # <br><br> In 2012-2013, we will reduce the achievement gap by meeting the AMO target (62% proficient) or through Safe Harbor (63% proficient). <br><br> 5A : |

| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|---|---|---|
| | 57 | 62 | 66 | 69 | 73 | |

| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: | |
|---|---|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. <br><br> 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: 67% <br> Black: 29% <br> Hispanic: 44% <br> Asian: 87% | White: 70% <br> Black: 36% <br> Hispanic: 50% <br> Asian: 88% |

| | 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 | Student access and funding for website licenses | Provide links to student friendly math websites on our Horizon Homepage | Webmaster, media specialist, curriculum contact, administration, teachers | Ongoing monitoring of formative assessments and instructional effectiveness | FCAT Results |
| 2 | Class time to meet individual student needs | Provide small group math instruction | Teachers | Ongoing monitoring of formative assessments | District assessments and |

| | | | | FCAT results |
|---|---|---|---|---|
| 3 | Teachers need to use effective strategies to meet the needs of students in various subgroups. | Review and refine instructional practices focused on improved math achievement related to the different subgroups. | Administration Classroom Teachers | Ongoing monitoring of formative assessments and instructional effectiveness | 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 subgroup:

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

| Problem-Solving Process to Increase Student Achievement |
|---|

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

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

| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 15% | 24% |

| Problem-Solving Process to Increase Student Achievement |
|---|

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | The individual needs of some students in the Exceptional Student Education program are not being met. | Provide intensive, systematic instruction on 3 foundational skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes | Administration | Ongoing monitoring of formative assessments | FAIR FSA/SSA/District Interims FCAT 2.0 |

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

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| | 5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E: | | | In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor. | |

**5E. Economically Disadvantaged students not making satisfactory progress in mathematics.**

**Mathematics Goal #5E:**

In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 48% | 52% |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Challenges of working with students coming from low SES. | Ensure that all math teachers use the available math technology and manipulatives. The use of these strategies within the classroom will be monitored. | School administration, classroom teachers | Ongoing formative assessments | FCAT |
| 2 | Class time to meet individual student needs | Provide small group math instruction | Teachers | Ongoing monitoring of formative assessments | District assessments and FCAT results |
| 3 | Pacing and meeting individual needs | Follow district provided curriculum maps | Teachers and District Staff | Formative and District Assessments | FCAT 2012 Math Assessment |
| 4 | Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes | Implementation of school-wide curriculum resources, including core program and diagnostic/intervention materials that emphasize the use of multiple instructional strategies | Administration | Classroom Walkthrough<br><br>Ongoing monitoring of diagnostic/formative/summative assessments | VSET Observations Domain 3<br><br>FSA/SSA/District Interims<br><br>FCAT 2.0 |

*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 |
|---|---|---|---|---|---|---|
| Thinking Math Program | K-2/math | VTO | all teachers K-2 including ESE teachers | October-January | classroom observations. assessment data | administration |
| Building Awareness of CCSS | all | administration | school-wide | August-June | classroom observations. assessment data | administration |
| PD/ISE Day Training on VSET | all | administration | school-wide | August | classroom visitations | administration |
| Deepening Awareness of CCSS | all | administration | school-wide | August-June | classroom visitations | administration |
| Planning for the CCSS | all | administration | school-wide | August-June | classroom visitations | administration |

| | | | | | | |
|---|---|---|---|---|---|---|
| Building Rigor for the CCSS | all | administration | school-wide | October-June | classroom visitations | administration |
| Students' Role in CCSS: Cultivating Engagement | all | administration | school-wide | November-June | classroom visitations | administration |
| Designing Assessments Aligned to CCSS | all | administration | school-wide | December-June | classroom visitations | administration |
| Frequent Formative Assessments for CCSS | all | administration | school-wide | January-June | classroom visitations | administration |
| Next Steps for CCSS | all | administration | school-wide | February-June | classroom visitations | administration |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Thinking Math Program | instructor's materials | PTA, Administration budget | $10,000.00 |
| | | | Subtotal: $10,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Provide enhanced Starfall for K-2 to include math. | Starfall | SAC budget | $270.00 |
| | | | Subtotal: $270.00 |
| 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 |
| After school enrichment program | tutors | PTA, EDEP | $4,000.00 |
| During school day tutoring | tutors | PTA, EDEP, grant | $5,000.00 |
| | | | Subtotal: $9,000.00 |
| | | | Grand Total: $19,270.00 |

*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.<br><br>Science Goal #1a: | Students achieving proficiency (FCAT Level 3) in science will increase by 2%. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 51% (50) | 53% |

| | 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 available for one-on-one /small group remedial instruction | Use of all available science materials and Science Kits for hands-on lab work, to address different learning styles and modalities. | Classroom Teachers, Administration, curriculum contact | Ongoing monitoring of formative assessment and teacher observation by principal Faculty survey May 2013 | Student outcomes results |
| 2 | Family Participation and funding for materials | Teachers will inform parents of FCAT expectations through shared materials and/or family FCAT Prep nights | Teachers, administrators, curriculum contacts | Parent participation and feedback | FCAT 2013 Science Assessment |
| 3 | Pacing and meeting individual needs | Follow district provided curriculum maps | Teachers and District Staff | Formative and District Assessments | FCAT 2013 Science Assessment |
| 4 | Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction | Participate in professional development on the 5E Instructional Model\n\nParticipate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading) | Administration\n\nScience PLCs | Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking | FSA & SSA\n\nDistrict Interim Assessments |
| 5 | Need for engaging activities to increase student interest. | Use iPod lab, BrainPop, computer lab and FCAT Explorer. | Teachers, media specialist, administrators. | Formative and District Assessments | FCAT 2013 Science Assessment |

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:\nStudents scoring at Levels 4, 5, and 6 in science.\n\nScience 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. | FCAT 2.0: Students scoring at or above Achievement |
|---|---|

| | Science Goal #2a: | | Level 4 in science will increase by 3%. | | |
|---|---|---|---|---|---|

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| 51% (50) | 54% |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|---|---|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Additional time outside of regular curriculum time for project guidance | Provide opportunities for students to participate in content area fairs and competitions—Science Fair. | Classroom Teachers, Administration, curriculum contact | Faculty survey in May 2013 | Student outcomes |
| 2 | Pacing and meeting individual needs | Follow district provided curriculum maps | Teachers and District Staff | Formative and District Assessments | FCAT 2013 Science Assessment |
| 3 | Parent Involvement | Family science night | Science Curriculum Team, teachers, administrators | Parent/Student Participation and feedback | District Assessments and 2013 FCAT Science results |
| 4 | 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 Science PLCs | Teacher Data | VSET Evaluation Domain 3 |

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

| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
|---|---|
| n/a | n/a |

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

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| CCSS Training | K-5 | administrators | school-wide | August-June | classroom visitations | 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 |
| Family Science Night | hands on activities, partner with MOAS | PTA, business partner | $300.00 |
| | | | Subtotal: $300.00 |
| | | | Grand Total: $300.00 |

*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.<br><br>Writing Goal #1a: | FCAT 2.0: 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: |
| 84% (64) | 86% |
| 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 |
|---|---|---|---|---|---|
| | Students coming from | Timed writing prompts | Classroom | District writing | FCAT Writes |

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|---|---|
| 1 | low SES homes has increased. Writing is a non-preferred activity for many students. | Differentiated curriculum | teachers, administration | assessments | outcome |
| 2 | Students coming from low SES homes has increased. Writing is a non-preferred activity for many students. | Volusia Writes-Focus Scaffold instruction in flexible groups based on students current level and ability | Classroom teachers, administration | District writing assessments | FCAT Writes outcome |
| 3 | 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, Kathy Robinson materials, Implement writing strategies provided through district training which focus on the change in state writing expectations. | Administration | Monitor Volusia Writes scores | Volusia Writes FCAT Writing |
| 4 | Writing is a non-preferred activity for many students. | Students will be writing for Horizon Yearbook and for the morning news program. | Yearbook committee, media specialist | Monitor writing scores | Volusia Writes FCAT Writing |
| 5 | Writing is a non-preferred activity for many students. | Encourage student participation in Young Authors program. | Teachers, media specialist | Monitor participation. | Volusia Writes FCAT Writing |

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

| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b: | Florida Alternate Assessment: Students scoring at 4 or higher in writing will increase by 2%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 33% (1) | 35% |

| 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<br><br>Administrative observation tools | Unique Reports FAA Scores |
| 2 | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses.<br><br>Follow-up coaching provided by program specialists | Administration ESE Team | Check usage and implementation, as well as student progress data using Unique Reports<br><br>Administrative observation tools | Unique Reports FAA Scores |
| | There is a need for more collaboration time | Participation of Access course teachers in | Administration ESE Team | District follow-up survey | Unique Reports Survey |

| | | amongst teachers of students with cognitive disabilities | District's monthly Virtual PLC using webinar platform | | Check student progress data using Unique Reports | |
|---|---|---|---|---|---|---|
| 3 | | | | | | |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|---|---|---|---|---|---|---|
| CCSS | K-5 | administrators | school-wide | August-June | classroom visitations | administrators |

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<br><br>Attendance Goal #1: | The number of students with excessive absences will decrease by 10%. |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| | |

| | |
|---|---|
| 94% | 95% or higher |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| 226 | 203 |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| 167 | 150 |

| 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 | Large population of multi handicapped students with severe medical conditions. | Remind students and parents the importance of being on time and attending school regularly via school newsletter, morning announcements, ConnectEd, and parent conferences as needed. | Classroom teachers, attendance clerk, school social worker, guidance counselor, and administration. | Attendance data | Attendance data |
| 2 | Pattern of unexcused absences and lates | Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed

PST or IEP Attendance Meetings

Attendance contracts w/student and/or parent/guardian | Administrators, Teachers, Attendance Clerk,

School Counselors, School Social Workers

PST Chair or IEP Facilitator/Case Manager | Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies | School-wide and/or individual student attendance reports |

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

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

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

Attendance Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|---|---|
| Strategy | Description of Resources | Funding Source | Available Amount |
| 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<br><br>Suspension Goal #1: | The number of in school suspensions will decrease by 10%. |
| 2012 Total Number of In–School Suspensions | 2013 Expected Number of In-School Suspensions |
| 18 | 16 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 16 | 14 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| 22 | 20 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| 12 | 11 |
| 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 creating a disruption to the learning environment. | Provide counseling to students creating disruptions. Contact parent/guardian to assist with support for student to increase appropriate school behavior. Behavior RtI. | Guidance counselor, school administration, school psychologist | Discipline data | Discipline data |

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

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

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

Suspension Budget:

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

*End of Suspension Goal(s)*

# Parent Involvement Goal(s)

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

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

| 1. Parent Involvement<br><br>Parent Involvement Goal #1:<br><br>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.* | To maintain our 5 Star School status by continuing consistent parent involvement at all school functions and parent /teacher conferences. |
|---|---|
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| 5 Star School | Maintain 5 Star School status |

| 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 | "Island" school population has transportation issues that make it difficult to attend functions held at Horizon. | Provide ample time and notices for school events. | Administration, faculty,staff | Attendance counts at school events | Completion of 5 Star School portfolio |
| 2 | Opportunities for parent involvement. | Partner with Publix Supermarket to provide "Math Night" for parents and students.<br><br>Family Science Night<br><br>Reflections family information night | Math contact,administration, faculty<br><br>science contact<br><br>Music, art teachers | Attendance count | Completion of 5 Star Portfolio |

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 |
| Publix Family Math Night | teachers | Publix provides | $0.00 |
| Book Fair Night | media specialist | n/a | $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<br><br>STEM Goal #1: | All 3rd – 5th grade classes will have at least 2 lessons per nine weeks using our new iPod lab. |

| 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. | Utilize STEM Modules which are aligned to the Common Core ELA and Mathematical Practices, at extracurricular STEM events (such as Science Fair, STEM Family Nights-Publix Math Night and Family Science Night) to excite interest in STEM activities. | District STEM TOA<br><br>Administration<br><br>Science contact Math contact<br><br>media specialist | Monitor usage and implementation data of STEM modules | iPod usage data, observation of student participation in school Science Fair |
| 2 | Lack of knowledge and/or interest in STEM areas. | Publicize opportunities for student and parent participation in extracurricular STEM events via website, newsletter, ConnectEd. | District STEM TOA<br><br>Administration<br><br>Science contact Math contact<br><br>media specialist | Monitor usage and implementation data of STEM modules | iPod usage data, observation of student participation in school Science Fair |

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

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

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

STEM Budget:

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

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

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

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Reading | Reading Counts | incentives | PTA | $500.00 |
| Mathematics | Thinking Math Program | instructor's materials | PTA, Administration budget | $10,000.00 |
| | | | | Subtotal: $10,500.00 |

## Technology

| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
|---|---|---|---|---|
| Mathematics | Provide enhanced Starfall for K-2 to include math. | Starfall | SAC budget | $270.00 |
| | | | | Subtotal: $270.00 |

## 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 |
|---|---|---|---|---|
| Reading | tutoring during school day | tutors | PTA, EDEP, grant | $5,000.00 |
| Reading | Afterschool Enrichment | tutors | PTA, EDEP, grant | $4,000.00 |
| Mathematics | After school enrichment program | tutors | PTA, EDEP | $4,000.00 |
| Mathematics | During school day tutoring | tutors | PTA, EDEP, grant | $5,000.00 |
| Science | Family Science Night | hands on activities, partner with MOAS | PTA, business partner | $300.00 |
| Parent Involvement | Publix Family Math Night | teachers | Publix provides | $0.00 |
| Parent Involvement | Book Fair Night | media specialist | n/a | $0.00 |
| | | | | Subtotal: $18,300.00 |
| | | | | Grand Total: $29,070.00 |

# Differentiated Accountability

School-level Differentiated Accountability Compliance

| jn Priority | jn Focus | jn Prevent | jn NA |
|---|---|---|---|

Are you a reward school:  jn Yes  jn No

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

No Attachment (Uploaded on 10/5/2012)

# 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 |
| --- | --- |
| substitutes for kindergarten teachers to administer DRA tests | $500.00 |
| Starfall enhanced | $270.00 |
| Storytelling Club | $249.00 |
| Reading Counts rewards | $60.00 |

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

The SAC will collaborate on writing the School Improvement Plan (SIP), provide training and work with collaborative partnering and shared decision making, make decisions on how to spend school improvement funds,attend and share information from the District Advisory Council (DAC), and support the instructional initiatives of the SIP.

# AYP DATA

# SCHOOL GRADE DATA

No Data Found

**Volusia School District**
**HORIZON ELEMENTARY SCHOOL**
**2010-2011**

|  | Reading | Math | Writing | Science | Grade Points Earned |  |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 72% | 77% | 76% | 62% | 287 | 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 | 58% | 67% |  |  | 125 | 3 ways to make gains: <br>● Improve FCAT Levels <br>● Maintain Level 3, 4, or 5 <br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 50% (YES) | 79% (YES) |  |  | 129 | 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 |  |  |  |  | 541 |  |
| Percent Tested = 100% |  |  |  |  |  | Percent of eligible students tested |
| School Grade* |  |  |  |  | A | Grade based on total points, adequate progress, and % of students tested |

**Volusia School District**
**HORIZON ELEMENTARY SCHOOL**
**2009-2010**

|  | Reading | Math | Writing | Science | Grade Points Earned |  |
|---|---|---|---|---|---|---|
| % Meeting High Standards (FCAT Level 3 and Above) | 83% | 77% | 77% | 66% | 303 | Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. |
| % of Students Making Learning Gains | 66% | 54% |  |  | 120 | 3 ways to make gains: <br>● Improve FCAT Levels <br>● Maintain Level 3, 4, or 5 <br>● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 56% (YES) | 35% (NO) |  |  | 91 | 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 |  |  |  |  | 514 |  |
| Percent Tested = 99% |  |  |  |  |  | Percent of eligible students tested |
| School Grade* |  |  |  |  | B | Grade based on total points, adequate progress, and % of students tested |