

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: TURIE T. SMALL ELEMENTARY SCHOOL

District Name: Volusia

Principal: Dr. Earl Johnson

SAC Chair: Mrs. Lisa DuBrule

Superintendent: Dr. Margaret Smith

Date of School Board Approval: Pending School Board Action: October 25, 2011

Last Modified on: 10/19/2012

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

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

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)
					School Year 2010-2011 School Grade: B Meeting High Standards in Reading 67 % Meeting High Standards in Math 64 % Meeting High Standards in Writing 61% Meeting High Standards in Science 40% Making Learning Gains in Reading 65% Making Learning Gains in Math 64% of Lowest 25% Making Learning Gains in Reading 70% of Lowest 25% Making Learning Gains in Math 77%. AYP was not made.School Year 2009-2010 School Grade: D Meeting High Standards in Reading 60 % Meeting High Standards in Math 53 % Meeting High Standards in Writing 79% Meeting High Standards in Science 15% Making Learning Gains in Reading 59% Making Learning Gains in Math 50 % of Lowest 25% Making Learning Gains in Reading 57 % of Lowest 25% Making Learning Gains in Math 57. AYP was not

Principal

Dr. Earl Johnson

Bachelor's Degree in Business Administration
Master's Degree in Educational Leadership
Doctorate in Education

3

18

made.
School Year 2008-2009 School Grade: A
Osceola Elementary
% Meeting High Standards in Reading 85 %
Meeting High Standards in Math 78 %
Meeting High Standards in Writing 92 %
Meeting High Standards in Science 63 %
Making Learning Gains in Reading 71 %
Making Learning Gains in Math 49 % of
Lowest 25% Making Learning Gains in
Reading 77 % of Lowest 25% Making
Learning Gains in Math 55. AYP was not
made.
School Year: 2007-2008 School Grade: C
Osceola Elementary
% Meeting High Standards in Reading 77%
Meeting High Standards in Math 73%
Meeting High Standards in Writing 90%
Meeting High Standards in Science 34%
Making Learning Gains in Reading 57%
Making Learning Gains in Math 56% of
Lowest 25% Making Learning Gains in
Reading 44% of Lowest 25% Making
Learning Gains in Math 53. AYP was not
made.
School Year: 2006-2007 School Grade: B
Osceola Elementary
% Meeting High Standards in Reading 80%
Meeting High Standards in Math 68 %
Meeting High Standards in Writing 62 %
Meeting High Standards in Science 51%
Making Learning Gains in Reading 72%
Making Learning Gains in Math 52% of
Lowest 25% Making Learning Gains in
Reading 67% of Lowest 25% Making
Learning Gains in Math 56. AYP was made.
School Year: 2005-2006 School Grade: C
Osceola Elementary
% Meeting High Standards in Reading 75%
Meeting High Standards in Math 68%
Meeting High Standards in Writing 67%
Meeting High Standards in Science N/A %
Making Learning Gains in Reading 47 %
Making Learning Gains in Math 57 % of
Lowest 25% Making Learning Gains in
Reading 36% of Lowest 25% Making
Learning Gains in Math N/A.
AYP was not made.
School Year: 2004-2005 School Grade: A
Osceola Elementary
% Meeting High Standards in Reading 88 %
Meeting High Standards in Math 78 %
Meeting High Standards in Writing 62 %
Meeting High Standards in Science N/A %
Making Learning Gains in Reading 47 %
Making Learning Gains in Math 70 % of
Lowest 25% Making Learning Gains in
Reading 47% of Lowest 25% Making
Learning Gains in Math N/A.
AYP was provisional.
School Year: 2003-2004 School Grade: C
Deltona High School
% Meeting High Standards in Reading 37 %
Meeting High Standards in Math 64 %
Meeting High Standards in Writing 89 %
Meeting High Standards in Science N/A %
Making Learning Gains in Reading 47%
Making Learning Gains in Math 70 % of
Lowest 25% Making Learning Gains in
Reading 47% of Lowest 25% Making
Learning Gains in Math N/A. AYP not made.

School Year: 2002-2003 School Grade: C
Deltona High School
% Meeting High Standards in Reading 37 %
Meeting High Standards in Math 64 %
Meeting High Standards in Writing 85 %
Meeting High Standards in Science N/A %
Making Learning Gains in Reading 49%
Making Learning Gains in Math 72 % of
Lowest 25% Making Learning Gains in
Reading 53% of Lowest 25% Making
Learning Gains in Math N/A. AYP was not
made.
School Year: 2001-2002 School Grade: C
Deltona High School
% Meeting High Standards in Reading 32 %
Meeting High Standards in Math 57%
Meeting High Standards in Writing 79 %
Meeting High Standards in Science N/A %
Making Learning Gains in Reading 46%
Making Learning Gains in Math 61 % of
Lowest 25% Making Learning Gains in
Reading 56% of Lowest 25% Making
Learning Gains in Math N/A. Per DOE

					website: "AYPonly available from 2002-2003 to present."
Principal	Dr. Earl Johnson	Bachelor's Degree in Business Administration Master's Degree in Educational Leadership Doctorate in Education	4	19	School Year 2011-2012 School Grade: B Meeting High Standards in Reading 55% Meeting High Standards in Math 45% Meeting High Standards in Writing 61% Meeting High Standards in Science 60% Making Learning Gains in Reading 73% Making Learning Gains in Math 67% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math 64%

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)
Reading Coach	Nancy Gossett	Bachelor's Degree in Elementary Education Master's Degree in Reading	17	7	School Year 2010-2011 School Grade: B Meeting High Standards in Reading 67 % Meeting High Standards in Math 64 % Meeting High Standards in Writing 61% Meeting High Standards in Science 40% Making Learning Gains in Reading 65% Making Learning Gains in Math 64% of Lowest 25% Making Learning Gains in Reading 70% of Lowest 25% Making Learning Gains in Math 77%. AYP was not made.School: Turie T. Small Elementary School Grade: D School Year: 2009-2010 60% Meeting High Standards in Reading 53% Meeting High Standards in Math 79% Meeting High Standards in Writing 15% Meeting High Standards in Science 59% Making Learning Gains in Reading 50% Making Learning Gains in Math 57% of Lowest 25% Making Learning Gains in Reading 57% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School: Turie T. Small Elementary School Grade: A School Year: 2008-2009 69% Meeting High Standards in Reading 62% Meeting High Standards in Math 87% Meeting High Standards in Writing 37% Meeting High Standards in Science 69% Making Learning Gains in Reading 75% Making Learning Gains in Math 59% of Lowest 25% Making Learning Gains in Reading 87% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School: Turie T. Small Elementary School Grade: B School Year: 2007-2008 66% Meeting High Standards in Reading 65% Meeting High Standards in Math 77% Meeting High Standards in Writing 46% Meeting High Standards in Science 66% Making Learning Gains in Reading 71% Making Learning Gains in Math 58% of Lowest 25% Making Learning Gains in Reading 65% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School: Turie T. Small Elementary School Grade: A School Year: 2006-2007 63% Meeting High Standards in Reading 66% Meeting High Standards in Math 87% Meeting High Standards in Writing 22% Meeting High Standards in Science 76% Making Learning Gains in Reading 75% Making Learning Gains in Math 75% of Lowest 25% Making Learning Gains in Reading 77% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School: Turie T. Small Elementary School Grade: A

					<p>School Year: 2005-2006 68% Meeting High Standards in Reading 64% Meeting High Standards in Math 79% Meeting High Standards in Writing N/A% Meeting High Standards in Science 62% Making Learning Gains in Reading 77% Making Learning Gains in Math 65% of Lowest 25% Making Learning Gains in Reading N/A% of Lowest 25% Making Learning Gains in Math. Did make AYP.</p>
Academic Coach	Melani Rolle	Bachelor's Degree in Elementary Education Master's Degree in Reading	10	7	<p>School Year 2010-2011 School Grade: B Meeting High Standards in Reading 67 % Meeting High Standards in Math 64 % Meeting High Standards in Writing 61% Meeting High Standards in Science 40% Making Learning Gains in Reading 65% Making Learning Gains in Math 64% of Lowest 25% Making Learning Gains in Reading 70% of Lowest 25% Making Learning Gains in Math 77%. AYP was not made.School: Turie T. Small Elementary School Grade: D School Year: 2009-2010 60% Meeting High Standards in Reading 53% Meeting High Standards in Math 79% Meeting High Standards in Writing 15% Meeting High Standards in Science 59% Making Learning Gains in Reading 50% Making Learning Gains in Math 57% of Lowest 25% Making Learning Gains in Reading 57% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School: Turie T. Small Elementary School Grade: A School Year: 2008-2009 69% Meeting High Standards in Reading 62% Meeting High Standards in Math 87% Meeting High Standards in Writing 37% Meeting High Standards in Science 69% Making Learning Gains in Reading 75% Making Learning Gains in Math 59% of Lowest 25% Making Learning Gains in Reading 87% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School: Turie T. Small Elementary School Grade: B School Year: 2007-2008 66% Meeting High Standards in Reading 65% Meeting High Standards in Math 77% Meeting High Standards in Writing 46% Meeting High Standards in Science 66% Making Learning Gains in Reading 71% Making Learning Gains in Math 58% of Lowest 25% Making Learning Gains in Reading 65% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School: Turie T. Small Elementary School Grade: A School Year: 2006-2007 63% Meeting High Standards in Reading 66% Meeting High Standards in Math 87% Meeting High Standards in Writing 22% Meeting High Standards in Science 76% Making Learning Gains in Reading 75% Making Learning Gains in Math 75% of Lowest 25% Making Learning Gains in Reading 77% of Lowest 25% Making Learning Gains in Math. Did not make AYP. School: Turie T. Small Elementary School Grade: A School Year: 2005-2006 68% Meeting High Standards in Reading 64% Meeting High Standards in Math 79% Meeting High Standards in Writing N/A% Meeting High Standards in Science 62% Making Learning Gains in Reading 77% Making Learning Gains in Math 65% of Lowest 25% Making Learning Gains in Reading N/A% of Lowest 25% Making Learning Gains in Math. Did make AYP.</p>
Reading Coach	Nancy Gossett	Bachelor's Degree in Elementary Education Master's Degree in Reading	18	8	<p>School Year 2011-2012 School Grade: B Meeting High Standards in Reading 55% Meeting High Standards in Math 45% Meeting High Standards in Writing 61% Meeting High Standards in Science 60% Making Learning Gains in Reading 73% Making Learning Gains in Math 67% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math 64%</p>
					School Year

Academic Coach	Melani Rolle	Bachelor's Degree in Elementary Education Master's Degree in Reading	11	8	2011-2012 School Grade: B Meeting High Standards in Reading 55% Meeting High Standards in Math 45% Meeting High Standards in Writing 61% Meeting High Standards in Science 60% Making Learning Gains in Reading 73% Making Learning Gains in Math 67% of Lowest 25% Making Learning Gains in Reading 62% of Lowest 25% Making Learning Gains in Math 64%
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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	Classroom Visitation	Melani Rolle Nancy Gossett	October 2013	
2	Leadership Team	Dr. Earl Johnson	June 2013	
3	Professional Development Plan	Dr. Earl Johnson	June 2013	
4	Professional Learning Communities	Leadership Team	June 2013	
5	Turie T. Small Elementary Spirit Award	Dr. Earl Johnson	June 2013	
6	Teacher of the Year and Beginning Teacher of the Year	Dr. Earl Johnson TOY Committee	June 2013	
7	Network with Community & Business Partners	Maureen Singer	June 2013	
8	Promotion of School (Brochures, Advertisements)	Maureen Singer	June 2013	
9	School Showcase/acknowledgement	Maureen Singer	June 2013	
10	Instructional Teachers on Assignment (District Staff)	Gail Waldon	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
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
36	0.0%(0)	25.0%(9)	47.2%(17)	27.8%(10)	55.6%(20)	100.0%(36)	33.3%(12)	0.0%(0)	27.8%(10)

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

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

Programs supported by Title I at Turie T. Small Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teachers to provide interventions for students in need via a push-in model.
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Turie T. Small Elementary utilizes these resources through the following:

- After School Tutoring in Math
- After School Tutoring in Reading

Violence Prevention Programs

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

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program

Nutrition Programs

Turie T. Small Elementary offers a variety of nutrition programs including:

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

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

Job Training

Turie T. Elementary offers students' career awareness opportunities through Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

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

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

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

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

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

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

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's K-12 Reading Plan accessible through the K-12 curriculum link of the webpage. Ensure adequate professional development is scheduled for faculty. Ensure that the Reading and Academic Coach as well as District staff will provide professional development in any identified areas of deficiency in reading. Support the school's team in the completion of literacy activities. Communicate with parents through school newsletters, relevant meetings, in order to address the purpose of LLT in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about Literacy Leadership Team.

Select General Education Teachers (Primary and Intermediate): School literacy team members will serve as liaisons to the rest of the staff, bringing messages and information to grade-level teams, as well as to other school committees, such as parent groups. Investigate assessment data to establish needs, and form study groups to read about the most current literacy information.

Exceptional Student Education (ESE) Teachers: School literacy team members will serve as liaisons to the rest of the staff, bringing messages and information to teams, as well as to the ESE teams, as well as to other school committees, such as ESE parent groups. Investigate ESE assessment data to establish needs, and form study groups to read about the most current literacy information for ESE students.

Academic Coaches: Develops, leads, and evaluates school core reading content standards/programs; identifies and analyzes existing literature on scientifically based reading curriculum and intervention approaches. Works with District personnel to identify appropriate curriculum activities. Assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

Our LLT will meet bi-monthly and the principal as educational leader will articulate a vision for literacy learning, engage in strategic action for literacy improvement and foster a cohesive professional learning community. This is done by:

- supporting the school's literacy leaders

- promoting the continuity of literacy policy and innovative practices within the school.
 - sponsoring the design, development and delivery of equitable and excellent literacy curriculum.
- Literacy leaders in collaboration with their teacher teams enable substantive improvement in literacy teaching and student literacy.

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

- Gather and analyze school literacy data
- Establish literacy goals for the school based on current data
- Develop strategies to achieve goals
- Support teachers in interpreting literacy strategies
- Facilitate professional learning opportunities to improve literacy achievement
- Plan for and provide school wide celebrations of literacy

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) will increase by 10% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (52)	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Reading Coach Academic Coach	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments and FCAT Results
2	Funds for professional development resources	School Improvement monies	Reading Coach Academic Coach	Receiving funds Teacher Survey	Teacher implementing strategies in their classrooms.
3	Time for teacher collaboration as a follow up to professional development.	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates.	Administration Leadership Team	Faculty Survey in May 2013	Student outcomes
4	Funding of current technology that will enhance the curriculum.	K-5 grade teachers will receive additional training in computer technology to enhance the reading curriculum.	Administration	Faculty Survey in May 2013	Student outcomes
5	Time for teacher collaboration as a follow up to assessments.	Provide for uninterrupted teacher collaboration during the day or after school to plan for instruction based on assessment data.	Administration	Faculty Survey 2013	Student outcomes
6	Parental involvement in educational activities.	Educational parent/student nights will be conducted in which students and parents participate in hands on activities.	Family Center and Parenting Liason Reading Coach	Parent Survey 2013	Student Outcomes
7	Supplemental instructional materials for intervention.	Purchase supplemental instructional materials to enhance the academic programs.	Reading Coach Academic Coach Intervention teachers	Ongoing monitoring of formative assessment and teacher observation by principal.	Ongoing monitoring of formative assessments and teacher observation by principal.
8	Increase independent reading	Reading counts will be encouraged in kindergarten through fifth grade.	Media Specialist Classroom teachers	Ongoing monitoring of reading counts	Ongoing monitoring Reading Counts data.
	Student incentives for	A school-wide reading	Media Specialist	On-going monitoring of	Percentage of

9	Reading	incentive program will be implemented during the year to encourage reading.	Classroom teachers Administration	Reading Counts data	students meeting reading goals for the incentive program.
10	Time for Professional Learning Communities	Special area schedules will be altered to provide teachers with one hour per week for Professional learning Communities. Teachers will collaborate on the essential questions.	Reading Coach Academic Coach Classroom teachers	Ongoing monitoring of formative and summative assessments	Ongoing monitoring of formative and summative assessments.
11	Communicating with Parents	School planners will be utilized in kindergarten through fifth grade to communicate with parents and foster organizational skills in the students.	Classroom teachers	Parent survey in May 2013	Student Outcomes
12	Activating Background Knowledge	Field studies will be taken to aid in students background knowledge in all subject areas and to build content area vocabulary.	Classroom teachers	Ongoing monitoring of formative and summative assessments.	Student Outcomes
13	Implementing the Common Core Standards in the classrooms.	Provide professional development and after school support for teaches in the implementation of CCS.	Common Core Standards Leadership Team	Classroom observations by principal	Student outcomes
14	Providing the time during the 90 minute reading block for the addition of writing and reading complex, informational text	Provide an additional 30 minutes for reading instruction during the school day, for a total of a 120 minute reading block that will build increased student reading proficiency.	Reading Coach Academic Coach Administration	Classroom observations	Student outcome
15	Ensuring that students are mastering the content standards	Teachers will utilize Pinnacle to do standards referenced grading.	Gradebook managers	Continuous monitoring of Pinnacle and Pinnacle trainings	Observation
16	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Leadership Team	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
17	Teachers are not familiar with standards based grading.	Train and support teachers to use Pinnacle grade books to communicate student progress toward current standards to parents and students.	School and District based Grade book Managers. Pinnacle Document Tray (tutorial videos)	Ongoing monitoring by grade book managers	Ongoing monitoring by grade book managers

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (25)	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Funds to purchase advanced reading materials.	Ensure that all teachers receive professional development related to effective instructional strategies in reading - specific to the higher level learner.	Reading Coach Academic Coach	Increased student achievement and implementation of strategies in the delivery of instruction.	District Assessments and FCAT results.
2	1.2 Challenges of students who are performing above grade level.	Students participate in enrichment groups based on assessments.	Reading Coach Academic Coach	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT Results
3	1.3 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)	Leadership 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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% of the students in grades 3,4, and 5 made learning gains in reading.	80% of the students in grades, 3, 4, and 5 will make learning gains in reading.

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	3.1 Meeting the needs of varying levels of students.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by principal.	District Assessments and FCAT.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5 %
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2012 Current Level of Performance:	2013 Expected Level of Performance:
70% of lowest 25% making learning gains in reading	75% of the lowest 25% making learning gains in reading.

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 who need additional instruction in the content areas after the school day.	Provide after school tutoring to the students in the lowest 25% of the school.	Academic Coach Reading Coach	Ongoing monitoring of formative and summative assessments	Student outcomes
2	Funds for after school tutoring	Apply for PTA and FUTURES matching grant monies to implement an after school tutoring program.	Academic Coach Reading Coach Administration	Ongoing monitoring of formative and summative assessments	Consistent participation of students in the tutoring program.
3	Increase independent Reading	Reading Counts will be encouraged in kindergarten through fifth grade.	Media Specialist Classroom teachers	On going monitoring of Reading Counts data	On going monitoring of Reading Counts data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (53% proficient). 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	53	58	63	67	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 50% Hispanic: N/A Asian: N/A American Indian: N/A White: 82%	Black: 47% Hispanic: N/A Asian: N/A American Indian: N/A White: 81%

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	Meeting the needs of varying levels of students.	Ensure that all teachers receive professional development related to effective instruction through My PGS (My	Reading Coach Academic Coach Administration	Teacher Survey Teacher Observation	Ongoing Assessments

		Professional Growth and Learning).			
2	Additional time for students to receive targeted instruction.	Intervention teachers will meet with small groups of students to remediate academic deficiencies.	Reading Coach Academic Coach Intervention teachers	Formative and Summative Assessment Data	Ongoing assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for Students with Disabilities (SWD) students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD - 12%	SWD - 28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our ESE students are below grade level.	Provide after school tutoring for students with disabilities.	Reading Coach	Ongoing monitoring of formative and summative assessment data.	District Assessment results and FCAT results.
2	Students with disabilities have difficulty responding to core curriculum.	ESE teachers provide support facilitation and separate class to SWD.	Reading coach ESE teachers	Ongoing monitoring of formative and summative assessment data.	District Assessment results 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. Reading Goal #5E:	In 2012-2013, the achievement gap for Economically Disadvantaged (ED) students will be reduced by meeting the AMO target.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
ED - 55%	ED - 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 who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Dr. Johnson.	District assessments and FCAT results.
2	Time for teacher collaboration as a follow up to assessments.	Provide uninterrupted teacher collaboration during the day or after school to plan for instruction based on assessment data.	Administration	Faculty Survey in May 2012	Student outcomes

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
Deliberate Practice	K-5 All subjects.	Administration	School wide	September 21, 2012	Principal will follow up with monitoring of Deliberate Practice Plans	Principal
Implementation of Common Core Standards	K-5 All subjects	Reading Coach CCS Team Chair	School Wide	Wednesdays Early Release Days (8/29, 9/26, 10/10, 10/24, 11/14, 12/5, 1/23, 2/6)	Principal will follow up with teacher observation of CCS lessons	Principal CCS Team
Kagan Strategies	K-5 All subjects	Carrie Rill Virginia Mazza	grade levels	Faculty Staff Development Meetings (11/5, 11/19)	Principal will follow up with teacher observation. The Leadership Team will determine if more PD is needed.	Reading Coach Academic Coach
Collaboration after assessments to determine next steps in instruction.	K-5 All subjects	Grade level chairs	grade levels	Collaborative meetings that are built into the special area schedule.	Reading Coach and Academic Coach will attend grade level collaboratives.	Reading Coach Academic Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
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
Educational Parent Student Nights	materials for parents to utilize in assisting their students at home.	Title 1	\$700.00
Magnatag School Progress Monitoring Board	Progress monitoring board will be utilized to track every student's (K-5) progress on diagnostic and summative assessments in reading.	Internal Accounts	\$1,217.94
			Subtotal: \$1,917.94
			Grand Total: \$1,917.94

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		100% of the students will be proficient in listening/speaking on the CELLA and will speak in English and understand spoken English at grade level in a manner similar to non-ELL students.			
2012 Current Percent of Students Proficient in listening/speaking:					
50% (3) of the students were proficient in Listening/Speaking on the CELLA.					
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 who need additional instruction in the content areas after the school day.	Provide after school tutoring to the students in the lowest 25% of the school.	Academic Coach Reading Coach	Ongoing monitoring of formative and summative assessments	Student outcomes

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:	100% of the students will be proficient in reading and will read grade-level text in English in a manner similar to non-ELL students.

2012 Current Percent of Students Proficient in reading:

17% (1) of the ELL students scored proficient in reading as evidenced by CELLA.

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	ESOL students need varying strategies to master reading skills and strategies	Teachers will provide differentiated instruction and ESOL strategies to ESOL students.	Principal	Classroom observation and monitoring of lesson plans	Evaluation system

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

3. Students scoring proficient in writing.

CELLA Goal #3:

100% of the ELL students will score proficient in writing and will write in English at grade level in a manner similar to non-ELL students.

2012 Current Percent of Students Proficient in writing:

83% (5) students are proficient in Writing as evidenced by CELLA.

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 for teacher collaboration as a follow up to assessments.	Provide uninterrupted teacher collaboration during the day or after school to plan for instruction based on assessment data.	Administration	Faculty Survey 2012	Student Outcomes

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in math will increase by 10% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (45)	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Reading Coach Academic Coach	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments and FCAT Results
2	Funds for professional development resources	School Improvement monies	Reading Coach Academic Coach	Receiving funds Teacher Survey	Teacher implementing strategies in their classrooms.
3	Time for teacher collaboration as a follow up to professional development.	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates.	Administration Leadership Team	Faculty Survey in May 2013	Student outcomes
4	Funding of current technology that will enhance the curriculum.	K-5 grade teachers will receive additional training in computer technology to enhance the reading curriculum.	Administration	Faculty Survey in May 2013	Student outcomes
5	Time for teacher collaboration as a follow up to assessments.	Provide for uninterrupted teacher collaboration during the day or after school to plan for instruction based on assessment data.	Administration	Faculty Survey 2013	Student outcomes
6	Parental involvement in educational activities.	Educational parent/student nights will be conducted in which students and parents participate in hands on activities.	Family Center and Parenting Liason Reading Coach	Parent Survey 2013	Student Outcomes
7	Supplemental instructional materials for intervention.	Purchase supplemental instructional materials to enhance the academic programs.	Reading Coach Academic Coach Intervention teachers	Ongoing monitoring of formative assessment and teacher observation by principal.	Ongoing monitoring of formative assessments and teacher observation by principal.
8	Time for Professional Learning Communities	Special area schedules will be altered to provide teachers with one hour per week for Professional learning Communities. Teachers will collaborate on the essential questions.	Reading Coach Academic Coach Classroom teachers	Ongoing monitoring of formative and summative assessments	Ongoing monitoring of formative and summative assessments.
	Communicating with	School planners will be	Classroom teachers	Parent survey in May	Student Outcomes

9	Parents	utilized in kindergarten through fifth grade to communicate with parents and foster organizational skills in the students.		2013	
10	Activating Background Knowledge	Field studies will be taken to aid in students background knowledge in all subject areas and to build content area vocabulary.	Classroom teachers	Ongoing monitoring of formative and summative assessments.	Student Outcomes
11	Implementing the Common Core Standards in the classrooms.	Provide professional development and after school support for teaches in the implementation of CCS.	Common Core Standards Leadership Team	Classroom observations by principal	Student outcomes
12	Ensuring that students are mastering the content standards	Teachers will utilize Pinnacle to do standards referenced grading.	Gradebook managers	Continuous monitoring of Pinnacle and Pinnacle trainings	Observation

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Students achieving above proficiency (FCAT Level 4 and 5) in math will increase by 10% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (18)	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
Funds to purchase advanced math materials.	Ensure that all teachers receive professional	Academic Coach	Increased student achievement and	District Assessments and

1		development related to effective instructional strategies in math - specific to the higher level learner.		implementation of strategies in the delivery of instruction.	FCAT Results.
2	Challenges of students who are performing above grade level.	Students participate in enrichment groups based on assessments.	Reading Coach Academic Coach	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assesemnts 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 group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Student making Learning Gains in math will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (60) making learning gains	76% making learning gains

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	Meeting the needs of varying levels of students.	Ensure that all teachers receive professional development related to effective instructional strategies.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by principal	District Assessment and FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in	
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mathematics.	N/A
Mathematics Goal # 3b:	
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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (14) of lowest 25% making learning gains in math.	74% of the lowest 25% making learning gains in math.

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 who need additional instruction in the content areas after the school day.	Provide after school tutoring to the students in the lowest 25% of the school.	Academic Coach Reading Coach	Ongoing monitoring of formative and summative assessments	Student outcomes

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (50% proficient).					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
White - 55% Black - 42% Hispanic - N/A Asian - N/A American Indian - N/A			White - 74% Black - 47% Hispanic - N/A Asian - N/A American Indian -		
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	Meeting the needs of varying levels of students.	Ensure that all teachers receive professional development related to effective instruction through My PGS (My Professional Growth and Learning).	Reading Coach Academic Coach Administration	Teacher Survey Teacher Observation	Ongoing Assessments
2	Additional time for students to receive targeted instruction.	Intervention teachers will meet with small groups of students to remediate academic deficiencies.	Reading Coach Academic Coach Intervention teachers	Formative and Summative Assessment Data	Ongoing assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	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 Students With Disabilities (SWD) will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 19% proficient	SWD: 31% proficient

Problem-Solving Process to Increase Student Achievement				
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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our ESE students are below grade level.	Provide after school tutoring for students with disabilities.	Reading Coach	Ongoing monitoring of formative and summative assessment data.	District Assessment results and FCAT results.
2	Students with disabilities have difficulty responding to core curriculum.	ESE teachers provide support facilitation and separate class to SWD.	Reading coach ESE teachers	Ongoing monitoring of formative and summative assessment data.	District Assessment results 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 mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for Economically Disadvantaged (ED) students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 45% proficient	ED: 49% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Dr. Johnson.	District assessments and FCAT results.
2	Time for teacher collaboration as a follow up to assessments.	Provide un-interrupted teacher collaboration during the day or after school to plan for instruction based on assessment data.	Administration	Faculty Survey in May 2013	Student outcomes

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
Deliberate Practice	K-5 All subjects.	Administration	School wide	September 21, 2012	Principal will follow up with monitoring of Deliberate Practice Plans	Principal
Implementation of Common Core Standards	K-5 All subjects	Reading Coach CCS Team Chair	School wide		Principal will follow up with teacher observation of CCS lessons	Principal CCS Team
Kagan Strategies	K-5 All subjects	Carrie Rill Virginia Mazza	grade levels		Principal will follow up with teacher observation. The Leadership Team will determine if more PD is	Reading Coach Academic Coach

Collaboration after assessments to determine next steps in instruction.	K-5 All subjects	Grade level chairs	grade levels	Collaborative meetings that are built into the special area schedule.	needed Reading Coach and Academic Coach will attend grade level collaboratives.	Reading Coach Academic Coach
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Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Students achieving proficiency (Level 3) will increase by 10%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
51%(23)of the students scored Level 3.		61% of the students will score a Level 3.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional	Reading Coach Academic Coach	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments and FCAT Results

		strategies in reading.			
2	Funds for professional development resources	School Improvement monies	Reading Coach Academic Coach	Receiving funds Teacher Survey	Teacher implementing strategies in their classrooms.
3	Time for teacher collaboration as a follow up to professional development.	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates.	Administration Leadership Team	Faculty Survey in May 2013	Student outcomes
4	Funding of current technology that will enhance the curriculum.	K-5 grade teachers will receive additional training in computer technology to enhance the reading curriculum.	Administration	Faculty Survey in May 2013	Student outcomes
5	Time for teacher collaboration as a follow up to assessments.	Provide for uninterrupted teacher collaboration during the day or after school to plan for instruction based on assessment data.	Administration	Faculty Survey 2013	Student outcomes
6	Parental involvement in educational activities.	Educational parent/student nights will be conducted in which students and parents participate in hands on activities.	Family Center and Parenting Liason Reading Coach	Parent Survey 2013	Student Outcomes
7	Supplemental instructional materials for intervention.	Purchase supplemental instructional materials to enhance the academic programs.	Reading Coach Academic Coach Intervention teachers	Ongoing monitoring of formative assessment and teacher observation by principal.	Ongoing monitoring of formative assessments and teacher observation by principal.
8	Time for Professional Learning Communities	Special area schedules will be altered to provide teachers with one hour per week for Professional learning Communities. Teachers will collaborate on the essential questions.	Reading Coach Academic Coach Classroom teachers	Ongoing monitoring of formative and summative assessments	Ongoing monitoring of formative and summative assessments.
9	Communicating with Parents	School planners will be utilized in kindergarten through fifth grade to communicate with parents and foster organizational skills in the students.	Classroom teachers	Parent survey in May 2013	Student Outcomes
10	Activating Background Knowledge	Field studies will be taken to aid in students background knowledge in all subject areas and to build content area vocabulary.	Classroom teachers	Ongoing monitoring of formative and summative assessments.	Student Outcomes
11	Implementing the Common Core Standards in the classrooms.	Provide professional development and after school support for teachers in the implementation of CCS.	Common Core Standards Leadership Team	Classroom observations by principal	Student outcomes
12	Ensuring that students are mastering the content standards	Teachers will utilize Pinnacle to do standards referenced grading.	Gradebook managers	Continuous monitoring of Pinnacle and Pinnacle trainings	Observation
13	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in science.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by principal.	District assessments and FCAT Results.
	Funds for professional	apply for SAI monies.	Academic Coach	Receiving funds	Teacher

14	development resources.			Teacher surveys	implementing strategies in their classroom.
15	1.3 Time for teacher collaboration as a follow to professional development.	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed.	Administration and Teachers	Teacher survey May 2012	Student Outcomes
16	Time of teacher collaboration as a follow up to assessments.	Provide uninterrupted teacher collaboration during the day or after school to plan for instruction based on assessment data.	Administration	Faculty Survey May 2012	Student outcomes
17	Parental Involvement and promoting science in the home.	Educational Parent/Student nights will be conducted in which students and parents participate in hands on science activities.	Family Center and Parenting Liason	Parent Survey in May 2012	Student Outcomes
18	Time for Professional Learning Communities.	Special area schedules will be altered to provide teachers with one hour per week for PLC. Teachers will collaborate on the four essential questions.	Academic Coach Classroom teachers	Ongoing monitoring of formative and summative assessments.	Ongoing monitoring of formative and summative assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in science will increase by 20% in grade 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students achieving above proficiency (FCAT Levels 4 and 5) in science were 9% (4).	Students achieving above proficiency (FCAT Levels 4 and 5) in science will be 29%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Challenges of students who are performing above grade level.	Students participate in enrichment groups based on assessments.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Administration	District Assessments and FCAT Results.
2	Activating Background Knowledge	Field studies will be taken to aid in students background knowledge in all subject areas and to build content area vocabulary.	Classroom teachers	Ongoing monitoring of formative and summative assessments.	Student Outcomes

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaboration after assessments to determine next steps in instruction.	K-5 All subjects	Grade level chairs	grade levels	Collaborative meetings that are built into the special area schedule.	Reading Coach and Academic Coach will attend grade level collaboratives	Reading Coach Academic Coach

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students achieving an FCAT Level 3.0 and higher in writing will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (31) FCAT Level 3.0 and above	71% FCAT Level 3.0 and above.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in writing.	Reading Coach Academic Coach	Ongoing monitoring of formative assessments and teacher observation.	District Assessments and FCAT Results.
2	Time for teacher collaboration as a follow up to assessments.	provide uninterrupted teacher collaboration during the day or after school to plan for instruction based on assessment data.	Administration	Faculty Survey 2012	Student Outcomes
3	Time for Professional Learning Communities.	Special Area schedules will be altered to provide teachers with one hour per week for PLC. Teachers will	Reading Coach Academic Coach classroom teachers	Ongoing monitoring of formative and summative assessments.	Ongoing monitoring of formative and summative assessments.

		collaborate on the four essential questions.			
4	Funds for after school tutoring.	Utilize PTA and FUTURES matching grant monies to implement an after school tutoring program.	Academic Coach Reading Coach Administration	Receiving the funds.	Consistent Participation of students in the tutoring program.
5	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
6	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Instructional Coaches Language Arts Department Chair Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Collaboration after assessments to determine next steps in instruction.	K-5 All subjects	Grade level chairs	grade levels	Collaborative meetings that are built into the special area schedule.	Reading Coach and Academic Coach will attend grade level collaboratives	Reading Coach Academic Coach
State changes in scoring of FCAT Writing responses.	Grades 3-4	District TOA	grade 3, 4, Intervention and ESE teachers	Collaborative meetings	Monitoring of Volusia Writes scores	Fourth Grade Teachers Academic Coach Reading Coach

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	Students who had excessive absences and tardies will decrease by 10%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% attendance rate	96% attendance rate
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
134 of the students had excessive absences (11 or	124 of the students will have excessive absences (10 or

more).	more).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
112 students had excessive tardies (10 or more)	100 students will have excessive tardies (10 or more).

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	1.1 Challenges of working with students who come from low SES backgrounds.	The school social worker and guidance counselor will work with the problem solving team to develop a plan for students with excessive tardies.	guidance counselor School Social Worker	monitor attendance through Behavior Leadership Team.	attendance rates each nine weeks.
2	Providing a collaborative and systematic problem solving process when excessive absences and tardies are impeding the academic achievement and social well being of students.	Create a Behavior Leadership Team to analyze attendance and tardy data. This team will investigate causes of tardies and absences. They will also develop processes and procedures to deal with students who have excessive tardies and absences.	BLT - chair BLT - committee	Faculty Survey/BLT observations	Faculty Survey absence and tardy 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						

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		The total number of in-school and out-of-school suspensions as well as the total number of students suspended in-school and out-of-school will decrease by 10%			
Suspension Goal # 1:					
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
Ten in school suspensions occurred in 2011-2012.		Nine in school suspensions for the 2012-2013 school year.			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
Ten students received In-school suspension in 2011-2012.		Nine students will receive In-school suspension for the 2012-2013 school year.			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
Thirty-six out of school suspensions occurred in 2011-2012.		Twenty-six out of school suspensions for the 2012-2013 school year.			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
Twenty-seven students were suspended out of school in 2011-2012.		Seventeen students will be suspended out of school in 2012-2013.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Challenges of working with students who come from low SES backgrounds.	Teachers will receive training in the Problem Solving Team (RTi - B) process.	Behavior Specialist	Faculty Survey	Referral and suspension data.
	1.2 Providing a collaborative and systematic problem solving process when suspensions and	Create a Behavior Leadership Team to analyze attendance and tardy data. This team will investigate causes	BLT - chair BLT - committee	Faculty Survey/BLT observations	Faculty Survey absence and tardy data

2	referrals are impeding the academic achievement and social well being of students.	of tardies and absences. They will also develop processes and procedures to deal with students who have excessive tardies and absences			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	The percentage of parents who attend at least one Family Night during the school year will increase by 5%.
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2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
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60% (300 families) participated in more than one Family Night Event during the school year.	65% will participate in in more than one Family Night Event during the school year.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1 Family Involvement	Family nights will be conducted that provide parents with information on the Common Core Standards (CCS). Refer to PIP.	Family Center and Parenting Liason	Parent Survey in May 2013	Student Outcomes
2	1.2 Communicating with Parents	Parents will be notified of upcoming events as well as important topics through Parent Link, the newsletter, school website, school marquee, and parent portal. Refer to PIP.	Administration	Parent Survey in May 2013	Parent Survey results.
3	1.3 High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children. Refer to PIP	Administration	Climate Survey April 2013	5-Star status for 2012-2013 school year

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		The 95% participation of 5th grade students in Science Fair will continue.			
STEM Goal #1:		The participation of parents in our school's STEM Family Night will increase by 10%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of technology resources.	Utilization of District provided technology that will enhance instruction in science and math.	Academic Coach	Check out system and Walk-throughs by administration will determine if technology is being utilized.	Observation
2	Family Involvement in math, science and technology nights	Family nights will be conducted that provide parents with information on the Common Core Standards.	Family Center and Parenting Liason	Parent Survey in May 2013	Student Outcomes

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)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
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	Educational Parent Student Nights	materials for parents to utilize in assisting their students at home.	Title 1	\$700.00
Reading	Magnatag School Progress Monitoring Board	Progress monitoring board will be utilized to track every student's (K-5) progress on diagnostic and summative assessments in reading.	Internal Accounts	\$1,217.94
				Subtotal: \$1,917.94
				Grand Total: \$1,917.94

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority
 Focus
 Prevent
 NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/16/2012)

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
School Planners	\$575.00

School Wide Reading Incentive program	\$200.00
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Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council will participate in a date review of the 2011-2012 test scores as well as have input on the goals and strategies fo the upcoming school year. SAC will be briefed on a monthly basis as to the effectiveness of the strategies that are being implemented. SAC will also be informed as to the status of the technology and professional development plan at the school. A continuous update on the SAC budget will be reviewed monthly as well.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Volusia School District TURIE T. SMALL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	64%	61%	40%	232	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	65%	64%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	70% (YES)	77% (YES)			147	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					508	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District TURIE T. SMALL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	53%	79%	15%	207	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	50%			109	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	57% (YES)			114	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					430	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested