

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: PIERSON ELEMENTARY SCHOOL

District Name: Volusia

Principal: Richard T. Myers

SAC Chair: Hilma Davis

Superintendent: Dr. Margaret A. Smith

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

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Catherine Deane	B.S. Elementary Education, M.S. Educational Leadership/ Elementary Education Certification, Educational Leadership Certification, Educational Media Specialist Certification, ESOL Certification	1	1	N/A First year administrator
					2012--C school (25% R Level 3; 19% R Level 4 and Higher/27% M Level 3; 18% M Level 4 and Higher/45% S Level 3; 9% S Level 4 and Higher/72% W Level 3 or Higher) Learning Gains: R--58%, M--64% Lowest Quartile: R--54%, M--18%

Principal	Richard T. Myers	B.S. Physical Education, M.S. Educational Leadership/Physical Education Certification, Educational Leadership Certification, School Principal Certification	3	11	<p>2011--C school; AYP 77%; (63% R/64% M; 61% R/52% M; 67% R/46% M)</p> <p>2010--A school; AYP 87%; (67% R/64% M; 64% R/67% M; 67% R/68% M)</p> <p>2009--B school; AYP 74%; (62% R/61% M; 62% R/66% M; 69% R/66% M)</p> <p>2008--B school; AYP 72%; (61% R/61% M; 59% R/68% M; 58% R/70% M)</p> <p>2007--C school; AYP 77%; (59% R/61% M; 54% R/63% M; 56% R/64% M)</p> <p>2006--D school; AYP 59%; (30% R/58% M; 41% R/64% M; 42% R)</p> <p>2005--C school; AYP 60%; (33% R/59% M; 46% R/65% M; 51% R)</p> <p>2004--C school; AYP 63%; (33% R/62% M; 45% R/71% M; 45% R)</p> <p>2003--C school; AYP--N/A; (34% R /59% M; 54% R/70% M; 57% R)</p> <p>2002--D school; AYP--N/A; (30% R/54% M; 45% R/61% M; 48% R)</p>
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
K-5 Academic Coach	Catherine Cortes	B.A. Elementary Education, M.S. Educational Leadership, Ed.D. Curriculum and Instruction/ ESOL Endorsement, Reading Endorsement, Educational Leadership Certification, Elementary Education Certification	24	3	<p>2012--C school (25% R Level 3; 19% R Level 4 and Higher/27% M Level 3; 18% M Level 4 and Higher/45% S Level 3; 9% S Level 4 and Higher/72% W Level 3 or Higher) Learning Gains: R--58%, M--64% Lowest Quartile: R--54%, M--18%</p> <p>2011--C school; AYP 77%; (63% R/64% M; 61% R/52% M; 67% R/46% M)</p>
K-5 Academic Coach	Hilma Davis	B.A. Elementary Education, M.S. Administration/Supervision / Early Childhood Certification, Elementary Education Certification, ESOL Endorsement, Reading Endorsement, School Principal Certification	14	14	<p>2012--C school (25% R Level 3; 19% R Level 4 and Higher/27% M Level 3; 18% M Level 4 and Higher/45% S Level 3; 9% S Level 4 and Higher/72% W Level 3 or Higher) Learning Gains: R--58%, M--64% Lowest Quartile: R--54%, M--18%</p> <p>2011--C school; AYP 77%; (63% R/64% M; 61% R/52% M; 67% R/46% M)</p> <p>2010--B School; AYP 77%; (68% R/71% M; 58% R/65% M; 49% R/58% M)</p> <p>2009--B School; AYP 87%; (68% R/68% M; 58% R/72% M; 60% R/71% M)</p> <p>2008--A School; AYP 95%; (71% R/63% M; 68% R/68% M; 78% R/73% M)</p> <p>2007--B school; AYP 97%; (64% R/54% M; 62% R/67% M; 74% R/82% M)</p> <p>2006--C school; AYP 85%; (71% R/58% M; 55% R/63% M; 52% R)</p> <p>2005--A school; AYP 93%; (75% R/60% M; 72% R/75% M; 61% R)</p>

				2004--B school; AYP 93%; (69% R/53% M; 62% R/67% M; 53% R)
				2003--A school; AYP--N/A; (66% R/65% M; 78% R/80% M; 78% R)
				2002--C school; AYP--N/A; (41% R/49% M; 53% R/80% M; 53% R)

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	1. New Teacher Programs (Empowering Educators for Excellence, Individualized PD, mentors, peer classroom visits, other site visits)	Administration	June 2013	
2	2. Leadership Opportunities	Administration	June 2013	
3	3. Professional Development	Administration/Academic Coaches	June 2013	
4	4. PLC Activities	Administration/Academic Coaches/Grade-Level Team Leaders	June 2013	
5	5. Celebrations/Teacher Recognition	Administration/Sunshine Club/PTA	June 2013	
6	6. Network w/ Community & Business Partners	Administration/SAC	June 2013	
7	7. Promotion of School (Brochures, Advertisements)	Administration	June 2013	
8	8. Student showcase/acknowledgement	Administration/Guidance Counselor	June 2013	
9	9. Participation in District Job Fair and Recruitment Activities	Administration	June 2013	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
48	0.0%(0)	27.1%(13)	37.5%(18)	35.4%(17)	27.1%(13)	100.0%(48)	20.8%(10)	6.3%(3)	81.3%(39)

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
Cathy Cortes	Stephanie Brogan	Stephanie is a second-year teacher being mentored by a highly effective teacher who is also the grade-level academic coach.	Coaching, observations, and E3Y2 (Teacher Induction Program)
Hilma Davis	Michelle Roun	Michelle is a second-year teacher being mentored by a highly effective teacher who is also the department-level academic coach.	Coaching, observations, and E3Y2 (Teacher Induction Program)
Jami Hinson	Gerri Moynihan	Gerri is a second-year teacher being mentored by a highly effective teacher who is also National Board Certified and the team leader.	Collaborative lesson planning and E3Y2 (Teacher Induction Program)
Jose Cortes	Thali Ala Chavez	Thali Ala is a second-year teacher being mentored by a highly effective teacher who is also the team leader.	Collaborative lesson planning and E3Y2 (Teacher Induction Program)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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 Pierson Elementary include:

- Academic Coaches for the purpose of comprehensive staff development
- Family Center para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need
- Math/Science Intervention Teacher to provide interventions for students in need via a push-in model
- Tutoring before, after, and during school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title 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 receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

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

Violence Prevention Programs

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

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

Nutrition Programs

Pierson Elementary offers a variety of nutrition/wellness programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes
- Personal Fitness classes
- Marathon/P.E. Enrichment Clubs

Housing Programs

N/A

Head Start

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

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

ease the transition of children and families from Head Start.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Pierson Elementary offers students career awareness opportunities through job shadowing opportunities (Florida Future Educators of America--FFEA), 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.

Administrators, PST Chair, School Psychologist, Grade-Level Team Leaders, Instructional Coaches, and other relevant team members

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.

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).

Administration: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model and the K-12 Reading Plan; ensures that educators are implementing the District's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the Volusia County Schools' webpage.; monitors students who do not respond to core instruction and are in need of immediate intensive intervention; supports the Problem Solving Team (PST); ensures that adequate professional development is scheduled for the faculty.

Grade-Level Team Leaders: Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other teachers that provide Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/Tier 3 activities.

Academic Coaches: Observe and coach teachers on the implementation of best practices; develop, lead and evaluate core content standards/programs; research existing literature on scientifically-based curriculum, behavior assessment and intervention approaches; identify systemic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with school assessments in order to provide early intervention services for children considered "at risk"; provide support for progress monitoring, data collection and data analysis; participate in the design and delivery of professional development.

Intervention Teacher: Instruct and assess "at risk" students; collaborate with core instruction providers regarding interventions and student progress.

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

Administration: Provides a common vision for the use of data-based decision-making by promoting MTSS and the K-12 Reading Plan; ensures that educators are implementing the District's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the Volusia County Schools' webpage.; monitors students who do not respond to core instruction and are in need of immediate intensive intervention; supports the Problem Solving Team (PST); ensures that adequate professional development is scheduled for the faculty.

Grade-Level Team Leaders: Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other teachers that provide Tier 2 interventions; integrate Tier 1 materials/instruction with Tier 2/Tier 3 activities.

Academic Coaches: Observe and coach teachers on the implementation of best practices; develop, lead and evaluate core

content standards/programs; research existing literature on scientifically-based curriculum, behavior assessment and intervention approaches; identify systemic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with school assessments in order to provide early intervention services for children considered "at risk"; provide support for progress monitoring, data collection and data analysis; participate in the design and delivery of professional development.

Intervention Teacher: Instruct and assess "at risk" students; collaborate with core instruction providers regarding interventions and student progress.

- *Meet quarterly to review literacy programs and their effectiveness
- *Create capacity of reading knowledge within the school
- *Implement a variety of strategies to build a culture of literacy

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

- *Focus on areas of concern across the school
- *Provide professional development opportunities for teachers
- *Schedule activities that promote reading

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/2/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (68)	27% (70)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with English Language Learners (ELL) and economically disadvantaged (ED) students, Funds, Time	Ensure that all teachers receive professional development related to effective instruction, CCSS (Common Core State Standards), technology, and assessment in reading for all students (i.e., ELL, ED).	Administration, Academic Coaches, and District Personnel	Ongoing monitoring of formative and District assessments and teacher observation by administrators.	Formative Assessments, District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration (including vertical articulation 2 times per year) during grade-level meetings, data analysis meetings, Professional Learning Communities (2 per month administrative driven, 2 per month team driven), and Professional Development Days to analyze and monitor student progress.	Administration	Faculty survey in May 2013	District and State Assessments
3	Funds and time for training	Use cooperative learning structures (i.e., Kagan) to actively engage students in the learning process.	Administration and Academic Coaches	Teacher Observation	Formative Assessments
4	Scheduling and number of providers	Implement Walk to Intervention (WTI) in select grade levels to meet individual student needs.	Administration and Academic Coaches	Periodic review of student data	District and State Assessments
5	Funds, time to develop lessons	Use technology (interactive white boards, iPod Touches, iPads, Clickers, BYOT) as an integral part of instructional design (formative assessments, delivery of content, etc.)	Administration	Teacher implementation of technology	Classroom Observations

		to increase motivation and engagement.			
6	Funds for materials and scheduling	Develop readers' fluency and comprehension through the use of the Daily 5/Cafe, independent and buddy reader programs.	Classroom Teachers	Student interviews	District and State Assessments
7	Training, Funds	Use graphic organizers (i.e., Thinking Maps) to capture and organize students' thinking and reasoning.	Administration and Academic Coaches	Teacher review of students' organizers	Completed Graphic Organizers
8	Funds	Increase student motivation through the use of incentives, rewards, and competitions (100 Book Challenge, Reading Counts, etc.).	Classroom Teachers and Media Specialist	Increased student motivation and engagement	Reading Logs and Scholastic Reports
9	Time, funds	Expose students to essential core content words and rich vocabulary through explicit instruction, read-alouds, listening centers, Elements of Reading: Vocabulary to enhance reading comprehension.	Classroom Teachers	Progress monitoring of formative and summative assessments	Formative and Summative Assessments
10	Funds, Internet Access in Students' Home	Provide online resources (ESGI)/site licenses for supplemental teaching materials, professional development, and students' access.	Administration, Classroom Teachers, Academic Coaches, Parents	Lesson Plans, Classroom Observations, Student Work	District and State Assessments
11	Funds	Provide supplemental reading materials (i.e., magazines, trade books, newspapers, Literature Guides, National Geographic, nonfiction and informational text to support CCSS, Weekly Readers, Highlights, SRA Reading Labs, etc.) for students.	Classroom Teachers and Media Specialist	Increased student motivation and engagement.	End-of-Year Surveys

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
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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 at or above Level 4 in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
19% (53)	21% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase advanced reading materials	Ensure that all teachers receive professional development related to effective instruction and assessment in reading – specific to the higher-level learner.	Administration and Academic Coaches	Ongoing monitoring of formative and District assessments; teacher observation; lesson plans	Formative Assessments, District Assessments and FCAT results
2	Funds	Increase student motivation through the use of incentives, rewards, and competitions	Classroom Teachers and Media Specialist	Increased student motivation and engagement	Reading Logs and Scholastic Reports

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

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%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (109)	63% (109)

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 English Language Learners (ELL) and economically disadvantaged (ED) students.	Ensure that all teachers receive professional development related to effective instruction, CCSS (Common Core State Standards), technology, and assessment in reading for all students (i.e., ELL, ED).	Administration and Academic Coaches	Ongoing monitoring of formative and District assessments and teacher observation by administrators.	Formative Assessments, District Assessments and FCAT Results
2	Time to develop formative assessments	Activate prior knowledge and experiences of students through effective questioning techniques	Administration and Academic Coaches	Teacher Observation	Formative and Summative Assessments
3	Time	Incorporate vocabulary reviews throughout the day to increase comprehension.	Administration	Lesson Plans and Classroom Observations	Formative and Summative Assessments
4	Time, Funds	Investigate and implement Extended Core Instruction at select grade levels.	Administration	Review of Student Data	Formative Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25%	
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making learning gains in reading. Reading Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (27)	59% (27)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation of students to participate in tutoring programs, Funds	Provide before, during and after school tutoring (Title I/Extended Core Instruction) in reading.	Instructional Tutor	Track student growth using assessment data and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT Results
2	Funds	Provide supplemental intervention materials	Administration and Academic Coaches	Anecdotal Records, Review Assessment Data	Formative and Summative Assessments
3	Scheduling, Funds	Provide tier 2/tier 3 intervention for at-risk students.	Reading Intervention Teacher and Administration	Ongoing progress monitoring; Collaboration with classroom teachers	Formative Assessments, District Assessments, State Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (51% proficient).					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45%	51%	56%	61%	66%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, the achievement gap for student subgroups by ethnicity will be reduced by meeting the AMO target (51%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 65% Black: N/A Hispanic: 38% Asian: N/A American Indian: N/A	White: 69% Black: N/A Hispanic: 46% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	White: Challenges of working with economically disadvantaged (ED) students. Black: N/A Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program. Asian: N/A American Indian: N/A	Ensure that all teachers receive professional development related to effective instruction and assessment in reading for Hispanic students.	Administration, Academic Coaches, and District Personnel	Ongoing monitoring of formative and District assessments and teacher observation by Principal	Formative Assessments, District Assessments and FCAT results
2	No Barrier	Activate prior knowledge and experiences of students through effective questioning techniques.	Administration and Academic Coaches	Teacher Observation	Formative and Summative Assessments
3	Time, Funds	Incorporate vocabulary reviews throughout the day to increase comprehension.	Administration	Lesson Plans and Classroom Observations	Formative and Summative Assessments
4	Time, scheduling	Implement Walk to Intervention (WTI) in select grade levels to meet individual student needs.	Administration, Classroom Teachers, and Academic Coaches	Ongoing monitoring of student assessments	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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target (42%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%	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	Funds	Ensure that all teachers receive professional development related to effective instruction and assessment in reading for ELL students.	Administration, Academic Coaches, District Personnel, ESOL Team	Ongoing monitoring of formative and District assessments and teacher observation by Principal	Formative Assessments, District Assessments and FCAT Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD will be reduced by meeting the AMO target (25%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
18%	25%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with SWD.	Ensure that all teachers receive professional development related to effective instruction and assessment in reading for all SWD students.	Administration and Academic Coaches	Ongoing monitoring of formative and summative assessments and teacher observation by Principal.	Formative Assessments, Summative Assessments, and FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target (48%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%	48%

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 English Language Learners (ELL) and economically disadvantaged (ED) students.	Ensure that all teachers receive professional development related to effective instruction, CCSS, technology, and assessment in reading for all students (i.e., ELL, ED).	Administration and Academic Coaches	Ongoing monitoring of formative and District assessments and teacher observation by Principal	Formative Assessments, District Assessments and FCAT Results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	K-5	Administration, Academic Coaches	K-5 Classroom Teachers	3 Times per Year	Review student outcomes	Administration
Kagan Training	New Teachers	Kagan Trainer	New Teachers	Ongoing	Classroom visits	Academic Coaches, Kagan Trainer
MTSS	K-5	School Psychologist, Academic Coaches	K-5 Classroom Teachers	Ongoing	Lesson Plans, Data Reviews	Administration
CCSS	K-5	Administration, Academic Coaches	School-wide	Faculty and PLC meetings	Lesson Plans	Administration

Technology	School-wide	District Staff, Sales Representatives	Select K-5 Classroom Teachers	Ongoing	Classroom observation	Administration
English Language Learners	K-5	District Staff, ESOL Team	School-wide	Ongoing	Data Reviews, Lesson Plans	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1, 2	Motivational Program Materials	Title I (projected)	\$1,500.00
1, 3, 5B	Elements of Reading: Vocabulary Materials	Title I (projected)	\$5,000.00
1	Intervention Materials	Title I (projected)	\$2,000.00
1	Data Analysis Materials	Title I (projected)	\$200.00
			Subtotal: \$8,700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1	Technology Tools and Accessories (i.e., Mobi Boards, CLKRS, Apple Products, etc.)	Title I (projected)	\$12,000.00
1	Site Licenses	Title I (projected)	\$3,000.00
			Subtotal: \$15,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1	Daily 5/Cafe and Other Professional Literature	Title I (projected)	\$450.00
			Subtotal: \$450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
4	Tutoring/Extended Core Instruction Compensation	Title I	\$35,000.00
1, 2, 3, 5	Substitutes for Professional Development	Title I	\$30,000.00
			Subtotal: \$65,000.00
			Grand Total: \$89,150.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.
2012 Current Percent of Students Proficient in listening/speaking:	
49% (154)	

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of students scoring proficient in Reading on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in reading:

44% (140)

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in Writing on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in writing:

69% (218)

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (73)	29% (75)

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 English Language Learners (ELL) and economically disadvantaged (ED) students, Funds, Time	Ensure that all teachers receive professional development related to effective instruction, CCSS, technology, and assessment in reading for all students (i.e., ELL, ED).	Administration and Academic Coaches	Ongoing monitoring of instruction and assessments; lesson plans	Formative Assessments, District Assessments, FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration (including vertical articulation 2 times per year) during grade-level meetings, Professional Learning Communities (2 per month administrative driven, 2 per month team driven), and Professional Development Days to analyze and monitor student progress.	Administration	Faculty survey in May 2013	District and State Assessments
3	Scheduling and Number of Providers	Implement Walk to Intervention (WTI) in select grade levels to meet individual student needs.	Administration and Academic Coaches	Periodic Review of Student Data	District and State Assessments
4	Funds and Time for Training	Use cooperative learning structures (i.e., Kagan) to actively engage students in the learning process.	Administration and Academic Coaches	Teacher Observation	Formative Assessments
5	Funds, Time to Develop Lessons	Use technology (interactive white boards, iPod Touches, iPads, Clickers, BYOT) as an integral part of instructional design (formative assessments, delivery of content, etc.) to increase motivation and engagement.	Administration	Teacher implementation of technology	Classroom Observations
6	Time, Training	Use graphic organizers (i.e., Thinking Maps, Read It/Draw It/Solve It, Singapore Math) to capture and organize	Administration, Academic Coaches, and District Staff	Teacher Review of Students' Organizers	Completed Graphic Organizers

		students' thinking and reasoning.			
7	Funds	Use consistent vocabulary, manipulatives, and strategies to build conceptual understanding and help students become mathematical thinkers.	Administration, Classroom Teachers, and ESOL Paraprofessional	Teacher Observations, Lesson Plans	Formative and Summative Assessments
8	Funds, Internet access at students' homes	Provide online resources/site licenses for supplemental teaching materials (i.e., Planet Turtle, Every Day Math, IXL, ESGI, K-5 Math Teaching Resources), professional development, and students' access.	Administration, Classroom Teachers, Academic Coaches, Parents	Lesson Plans, Classroom Observations, Student Work	District and State Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving at or above Level 4 in math will increase by 2%.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
18% (49)	20% (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
Funds to purchase advanced mathematics	Ensure that all teachers receive professional	Administration and Academic Coaches	Ongoing monitoring of instruction and	Formative Assessments,

1	materials, Time	development related to effective instruction, CCSS, technology, and assessment in mathematics – specific to the higher level learner.		assessments; lesson plans	District Assessments, and FCAT Results
2	Funds	Increase student motivation through the use of incentives, rewards, and competitions	Classroom Teachers	Increase Student Motivation and Engagement	Competition Results
3	Internet access at students' homes	Provide online resources (i.e., TIMEZ Attack, IXL, Planet Turtle, K-5 Math Teaching Resources, etc.) for students to access in school or at home.	Classroom Teachers and Parents	Periodic review of students' work	District Assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	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:	Students making Learning Gains in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (125)	69% (135)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Challenges of working with English Language Learners (ELL) and	Ensure that all teachers receive professional development related to	Administration and Academic Coaches	Track student growth using assessment data	District Assessments and FCAT Results

1	Economically Disadvantaged (ED) students, Time	effective instruction, CCSS, technology, and assessment in mathematics for all students (i.e., ELL, ED).			
2	Time, Funds	Investigate and implement Extended Core Instruction at select grade levels.	Administration	Review of Student Data	Formative Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in the lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (33)	70% (36)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation of students to participate in tutoring programs, Funds	Provide before, during and after school tutoring (Title I/Extended Core Instruction) in mathematics.	Instructional Tutor	Track student growth using assessment data and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT Results
2	Funds	Provide supplemental intervention materials (i.e., Math Their Way) and a math intervention teacher.	Administration, Academic Coaches, Math Intervention Teacher	Anecdotal Records, Review Assessment Data	Formative and Summative Assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (50% proficient).				
5A :						
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, the achievement gap for student subgroups by ethnicity will be reduced by meeting the AMO target (50%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 54% Black: N/A Hispanic: 42% Asian: N/A American Indian: N/A	White: 56% Black: N/A Hispanic: 48% Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White: We have a growing number of ED White students. Black: N/A Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program Asian: N/A American Indian: N/A	Ensure that all teachers receive professional development related to effective instruction and assessment in mathematics for ELL students.	Academic Coaches and Administrators	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT Results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target (45%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%	45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Funds for professional development resources	Ensure that all teachers receive professional development related to effective instruction, technology, and assessment in mathematics for ELL students.	Administration and Academic Coaches	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT Results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target (33%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24%	33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with SWD.	Ensure that all teachers receive professional development related to effective instruction and assessment in mathematics for all SWD students.	Administration and Academic Coaches	Ongoing monitoring of formative and summative assessments and teacher observation by Principal.	Formative Assessments, Summative Assessments, and FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target (50%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	50%

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 Economically Disadvantaged (ED) students, Time	Ensure that all teachers receive professional development related to effective instruction, CCSS, technology, and assessment in mathematics for ED students.	Administration and Academic Coaches	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT Results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Training	New Teachers	Kagan Trainer	New Teachers	Ongoing	Classroom Visits	Academic Coaches, Kagan Trainer
Technology	K-5	District Staff, Sales Representatives	Select K-5 Classroom Teachers	Ongoing	Classroom Observations	Administration
Singapore Math	K-5	District Staff	Select K-5 Classroom Teachers	Ongoing	Lesson Plans, Classroom Observations	Administration
Data Analysis	K-5	Administraiton, Academic Coaches	K-5 Classroom Teachers	Quarterly	Review Student Outcomes	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4	Intervention Materials	Title I (projected in reading budget)	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
1	Site Licenses	Title I (projected in reading budget)	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
4	Tutoring/Extended Core Instruction Compensation	Title I (projected in reading budget)	\$0.00
1, 2, 3, 5	Substitutes for Professional Development	Title I (projected in reading budget)	\$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 (FCAT Level 3) in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% (46)	47% (48)

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 ELL students and those who come from low SES backgrounds, Time	Ensure that all teachers receive professional development related to effective instruction, CCSS, technology, and assessment in science.	Administration, Academic Coaches, and District Personnel	Ongoing monitoring of formative assessments, District assessments, and teacher observation by Principal	Formative Assessments, District Assessments and FCAT Results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration (including vertical articulation 2 times per year) during grade-level meetings, Professional Learning Communities (2 per month administrative driven, 2 per month team driven), and Professional Development Days to analyze and monitor student progress.	Administration	Faculty survey in May 2013	District and State Assessments
3	Funds, Time for Training	Use cooperative learning structures (i.e., Kagan) and Arts Integrated Program to actively engage students in the learning process.	Administration, Academic Coaches, and Art Teacher	Teacher Observation	Formative Assessments
4	Funds, Time to Develop Lessons	Use technology (interactive white boards, iPod Touches, iPads, Clickers, BYOT) as an integral part of instructional design (formative assessments, delivery of content, etc.) to increase motivation and engagement.	Administration	Teacher implementation of technology	Classroom Observations
5	Time, Training	Use graphic organizers (i.e., Thinking Maps, Interactive Sciences Notebooks) to capture and organize students' thinking and reasoning.	Administration and Academic Coaches	Teacher Review of Students' Organizers	Completed Graphic Organizers/Interactive Science Notebooks
6	Funds, Time to Prepare for Labs	Utilize hands-on activities and inquiry-based demonstration labs to introduce content.	Classroom Teachers	Teacher Observation, Formative and District Assessments	Student Mastery of Science Standards
	Funds	Use consistent	Administration,	Lesson Plans,	Formative and

7		vocabulary, manipulatives, and strategies to build conceptual understanding and help students become scientific thinkers.	Classroom Teachers, and ESOL Paraprofessional	Classroom Observations, Vertical Articulation Meetings	Summative Assessments
8	Funds	Provide supplemental instructional materials (i.e., magazines, newspapers, nonfiction text to support CCSS, AIMS, Weekly Readers, Highlights, trade books, etc.) for students and teachers.	Classroom Teachers, Media Specialist	Increased student motivation and engagement	End-of-Year Surveys
9	Funds, Internet Access at Students' Homes	Provide online resources/site licenses (i.e., Brain Pop Jr., Brain Pop, Think Central) for supplemental teaching materials, professional development, and students' access.	Administration, Classroom Teachers, Academic Coaches, Parents	Review of Lesson Plans and Student Work, Classroom Observations	Formative and District Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 at or above Level 4 in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
9% (9)	11% (11)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase advanced science materials, Time	Ensure that all teachers receive professional development related to effective instruction, CCSS, technology, and assessment in science – specific to the higher level learner.	Administration and Academic Coaches	Ongoing monitoring of instruction and assessments; lesson plans	Formative Assessments, District Assessments and FCAT Results
2	Funds	Increase student motivation through the use of incentives, rewards, and competitions (i.e., Science Fair, Science Olympiad, etc.)	Classroom Teachers and Science Contact	Increased Student Motivation and Engagement	Competition 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 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
Technology	K-5	District Staff, Sales Representatives	Select K-5 Classroom Teachers	Ongoing	Classroom Observation	Administration
Data Analysis	K-5	Academic Coaches	K-5 Classroom Teachers	Quarterly	Review Student Outcomes	Administration

Kagan Training	K-5	Kagan Trainer	Select K-5 Classroom Teachers	Ongoing	Classroom Visits	Academic Coaches, Kagan Trainer
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1	Supplemental Student Science Materials	Title I (projected in reading budget)	\$0.00
1	Science Lab Materials	Project 1040 (projected)	\$421.00
			Subtotal: \$421.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1	Technology Professional Development	Title I (projected in reading budget)	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
1, 2	Substitutes for Professional Development	Title I (projected in reading budget)	\$0.00
			Subtotal: \$0.00
			Grand Total: \$421.00

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 proficiency (FCAT Level 3) in writing will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (66)	74% (57)

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	Funds for professional development resources, Time	Ensure that all teachers receive professional development related to effective instruction, CCSS, and assessment in writing.	Administration, Academic Coaches, and Write...from the Beginning Trainers	Ongoing monitoring of student writing portfolios and teacher observation by Principal.	District Writing Prompts and FCAT Results

2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration (including vertical articulation 2 times per year) during grade-level meetings, Professional Learning Communities (2 per month administrative driven, 2 per month team driven), and Professional Development Days to analyze and monitor student progress.	Administration and Team Leaders	Faculty survey in May 2013	FCAT Results
3	Time for teacher/student data chats	Conduct teacher/student data chats every 3-4 weeks to include steps in the writing process.	Administration	Increased student achievement	District Writing Prompts and FCAT Results
4	Time, Write... from the Beginning training	Use graphic organizers (i.e., Thinking Maps, Highlights magazines) to capture and organize students' thinking and reasoning.	Administration and Academic Coaches	Teacher Review of Students' Portfolios	Completed Graphic Organizers
5	Time	Analyze grade-level Volusia Writes writing prompts (including 4th-grade FCAT Writes! prompts).	Classroom Teachers	Ongoing monitoring of student writing portfolios.	District Writing Prompts and FCAT Results
6	Time to Develop Lessons/Centers	Incorporate writing across the content areas.	Classroom Teachers, Administration	Classroom Observations	Journals and Interactive Student Notebooks
7	Funds for Literature	Expose students to rich vocabulary through read-alouds to enhance students' writing.	Classroom Teacher	Increased use of rich vocabulary in students' writing	Students' Writing
8	Time	Use Write...from the Beginning trainers to provide staff development and follow-up.	Administration and Write...from the Beginning Trainers	Ongoing progress monitoring of student writing portfolios	District Writing Prompts 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:

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
Data Analysis	K-5	Academic Coaches, Team Leaders	K-5 Classroom Teachers	Ongoing	Review Student Responses to Writing Prompts	Administration
Thinking Maps/Write...from the Beginning Training	K-5	Thinking Maps and Write...from the Beginning Trainers	School-wide	Ongoing	Classroom Observations, Lesson Plans	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1	Write...from the Beginning Materials	Title I (projected)	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1	Write...from the Beginning Train the Trainers	Train I (projected)	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$5,400.00

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:	Student attendance will increase by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

96%	98% (542)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
147	142
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
51	46

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, Translations	Communicate frequently with parents (i.e., student planners, communication folders)	Teachers	Review of attendance data	Attendance Data
2	Time, Funds	Initiate grade-level attendance competitions	Guidance Counselor, Administration	Review of attendance data	Attendance Data
3	Time, Scheduling	Provide early social service intervention	School Social Worker, Administration	Review of attendance data	Attendance 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
None	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1	Attendance Incentives	Title I (projected)	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$100.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:		Student in-school and out-of-school suspensions will decrease by 10%.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
7		6			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
6		5			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
23		21			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
21		19			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Class size	Use time-out buddies	Classroom Teachers, Guidance, Administration, Behavior Leadership Team	Decrease in student referrals	Suspension Data
2	Time, Funds	Provide professional development opportunities for teachers in the area of classroom management.	Administration, Guidance Counselor, Behavior Leadership Team	Decrease in student referrals	Suspension Data

3	Time, Scheduling	Provide counseling services for students.	Guidance Counselor	Decrease in student referrals	Suspension Data
4	Time	Explore implementation of school-wide rules, expectations, and consequences.	Behavior Leadership Team, Administration	Decrease in student referrals	Suspension Data
5	Time, Funds	Reestablish the Behavior Leadership Team (BLT) to focus on issues that impact suspension rates.	Behavior Leadership Team, Administration	Decrease in student referrals	Suspension Data
6	Time, Funds, Scheduling	Implement character education program	Guidance Counselor	Decrease in student referrals	Suspension Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	K-5 Classroom Teachers	CHAMPS Trainers	Select K-5 Teachers	Ongoing	Review of Student Referral Data	Administration
Character Education	K-5 Classroom Teachers	Guidance Counselor	School-wide	Ongoing	Review of Student Referral Data	Administration
Conflict Resolution	K-5 Classroom Teachers	Guidance Counselor	Select Grade Levels	Ongoing	Review of Student Referral Data	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

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>	Parents and families participating in school activities will increase by five percent (5%). Refer to Parent Involvement Plan (PIP)
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
42%	47%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Willingness of parents to participate in school activities	Develop Curriculum Nights designed to enhance the parents' understanding of the curriculum and how to assist with their child's learning goals.	Grade-level Teams, Academic Coaches, Subject Area Contacts and Administration	Teacher and Parental Feedback	Surveys and Anecdotal Notes
2	Willingness of parents to access the Larissa Gerstel Family Center	Provide materials, resources and trainings to parents for the purpose of better assisting their child with curriculum in each grade level.	Administration	Teacher and Parental Feedback	Climate Survey
3	Willingness of faculty and staff members to participate and share benefits of the Title I Parent Involvement Conference at a faculty meeting	Provide professional development opportunities for faculty and staff members at the Annual Title I Family Involvement Conference.	School Administration	Faculty and Staff Members' input from the conference	Quality of presentation to faculty and faculty feedback.
4	Language and Transportation	Maintain community/business partnerships, family involvement, active volunteers, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school.	Administration	Climate Survey May 2013	5-Star Status for 2013
5	Refer to Parent Involvement Plan	Refer to Parent Involvement Plan	Refer to Parent Involvement Plan	Refer to Parent Involvement Plan	Refer to Parent Involvement Plan

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CCSS	K-5 Parents	District Staff	K-5 Parents	Ongoing	Sign-In Sheets	Administration
Standards-Referenced Grading	K-5 Parents	Administration, District Staff	K-5 Parents	Ongoing	Sign-In Sheets	Administration
English Language Proficiency Standards	K-5 Parents	ESOL Team, District Staff	K-5 Parents	Ongoing	Sign-In Sheets	Administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1	Parent/Curriculum Nights' Supplies	Title I (projected)	\$350.00
			Subtotal: \$350.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
1	Title I Parent Conference	Title I (projected)	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$450.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Grade 3-5 teachers will produce 2 new project-based STEM lessons.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices.	District STEM TOA, Administration	Monitor usage and implementation data of STEM modules, Lesson Plans	Usage Data
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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						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

5 Star School Goal:

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:					
1. 5 Star School Goal 5 Star School Goal # 1:			To become a 5 Star School		
2012 Current level:			2013 Expected level:		
N/A			To be recognized as a 5 Star School.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language, Transportation, Working Parents	Increase opportunities for parents to participate in their child's education.	Administration	Sign-In Sheets, Climate Survey May 2013	Sign-In Sheets, Climate Survey May 2013

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
5 Star School Eligibility	K-5	District Staff	Academic Coach, Assistant Principal	October 2012	SAC Minutes, Sign-In Sheets	Administration

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of 5 Star School Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1, 2	Motivational Program Materials	Title I (projected)	\$1,500.00
Reading	1, 3, 5B	Elements of Reading: Vocabulary Materials	Title I (projected)	\$5,000.00
Reading	1	Intervention Materials	Title I (projected)	\$2,000.00
Reading	1	Data Analysis Materials	Title I (projected)	\$200.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	4	Intervention Materials	Title I (projected in reading budget)	\$0.00
Science	1	Supplemental Student Science Materials	Title I (projected in reading budget)	\$0.00
Science	1	Science Lab Materials	Project 1040 (projected)	\$421.00
Writing	1	Write...from the Beginning Materials	Title I (projected)	\$5,000.00
Attendance	1	Attendance Incentives	Title I (projected)	\$100.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	1	Parent/Curriculum Nights' Supplies	Title I (projected)	\$350.00
STEM	N/A	N/A	N/A	\$0.00
5 Star School	N/A	N/A	N/A	\$0.00
				Subtotal: \$14,571.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1	Technology Tools and Accessories (i.e., Mobi Boards, CLKRS, Apple Products, etc.)	Title I (projected)	\$12,000.00
Reading	1	Site Licenses	Title I (projected)	\$3,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	1	Site Licenses	Title I (projected in reading budget)	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
5 Star School	N/A	N/A	N/A	\$0.00
				Subtotal: \$15,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	1	Daily 5/Cafe and Other Professional Literature	Title I (projected)	\$450.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	1	Technology Professional Development	Title I (projected in reading budget)	\$0.00
Writing	1	Write...from the Beginning Train the Trainers	Train I (projected)	\$400.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	1	Title I Parent Conference	Title I (projected)	\$100.00
STEM	N/A	N/A	N/A	\$0.00

5 Star School	N/A	N/A	N/A	\$0.00
				Subtotal: \$950.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	4	Tutoring/Extended Core Instruction Compensation	Title I	\$35,000.00
Reading	1, 2, 3, 5	Substitutes for Professional Development	Title I	\$30,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	4	Tutoring/Extended Core Instruction Compensation	Title I (projected in reading budget)	\$0.00
Mathematics	1, 2, 3, 5	Substitutes for Professional Development	Title I (projected in reading budget)	\$0.00
Science	1, 2	Substitutes for Professional Development	Title I (projected in reading budget)	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	N/A	N/A	N/A	\$0.00
5 Star School	N/A	N/A	N/A	\$0.00
				Subtotal: \$65,000.00
				Grand Total: \$95,521.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

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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
To support the implementation of the School Improvement Plan.	\$773.00

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

*Monthly meetings
*Share students academic progress

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 PIERSON ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	64%	87%	46%	260	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	61%	52%			113	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?	67% (YES)	46% (NO)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					486	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Volusia School District PIERSON ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	71%	67%	59%	265	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	65%			123	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?	49% (NO)	58% (YES)			107	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					495	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested