FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CHAMPION ELEMENTARY SCHOOL

District Name: Volusia

Principal: Dr. Maryann Bull

SAC Chair: Roberta Lassiter

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Maryann Bull	BS Elementary Education MS Educational Leadership Ed.D. Educational Leadership Elementary Education Certificate 1-6 Educational Leadership Certificate	9	23	2011 – C - Champion Elem, AYP N/A (37% R/35% M; 60% R/62% M; 55%R/58% M) 2011 – B - Ormond Beach Elem, AYP N/A (61% R/47% M; 61% R/ 52% M; 63% R/ 60% M) 2010 – B - Champion Elem, AYP 85% (71% R/73% M; 60% R/62% M; 55% R/58% M) * 2009 – C - Champion Elem, AYP 74% (67% R/62% M; 51% R/50% M; 43% R/61% M) * 2008 – A - Hurst Elem, AYP 95% (70% R/70% M; 63% R/72% M; 62% R/84% M) * 2007 – A - Hurst Elem, AYP 95% (72% R/66% M; 75% R/60% M; 79% R/66% M) *

					2006 – A - Hurst Elem, AYP 87% (72% R/66% M; 77% R/62% M; 83% R/60% M) *
					2005 – A - Hurst Elem, AYP 90% (77% R/71% M; 65% R/69% M; 57% R/ n/a% M) *
					*(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Donna Tucker	B.S. English Education M.S. Administration & Supervision Certification: K-12 English Middle School Administration and Supervision	1	16	2011 – C - Champion Elementary, AYP N/A (37% R/35% M; 60% R/62% M; 55% R/58% M) 2010 -A - Creekside MS,AYP 82%(65% R/86%M;59%R/77%M;42%R/62%M)* 2009 - A - Creekside MS, AYP 90% (82% R/79% M;66%R/73%M;60%R/66%M)* 2008 - A - Creekside MS, AYP 95% (82% R/78%M;71%R/71%M;68%R/66%M)* 2007 - A - Creekside MS, AYP 95% (81% R/78% M;68%R/76%M;57%R/70%M)* 2006 - A - Creekside MS, AYP 97% (79% R/74% M;62%R/72%M;61%R/72%M)* 2005 - A - Creekside MS, AYP 97% (78% R/75% M;69%R/74%M;57%R/NA M)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

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)
All Subjects Academic Coach	Barbara Doherty	BS Elementary Education	5	2	2011- C- Champion Elementary, AYP N/A (% R/ % M; % R/ % M; % R/ % M) * 2010 – B - Champion Elementary, AYP 85% (71% R/73% M; 60% R/62% M; 55% R/58% M) *

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. Carefully review and validate all future applicants' qualifications and only hire highly qualified teachers.	Principal	End of the Year	
2	2. Encourage, inspire, support, and provide professional development for current highly qualified staff.	Principal	End of the Year	
3	3. Network with Community and Business Partners	Principal Business partner Coordinator	End of the Year	
4	4. Celebrate/Teacher Recognition	Principal PTA SAC	End of the Year	
5	5. Provide new teacher mentors - peer mentors	Principal	End of the Year	
6	6. Encourage, inspire, leadership and advancement opportunities	Prinicpal	End of the Year	
7	7.Encourage, inspire, and provide PLC opportunities	Principal SAC	End of the Year	
8				

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
None	

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	2.1%(1)	18.8%(9)	31.3%(15)	47.9%(23)	35.4%(17)	100.0%(48)	10.4%(5)	10.4%(5)	37.5%(18)

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
Douglas Witter	Kyle Knight	Kyle is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher	Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)
Dr. Pollida Hougham	Rachael Weaver	Rachael is a second year teacher and new to the third grade team. She is being mentored by a highly qualified third grade teacher.	Coaching, observations, collaborative lesson planning, if needed
Jennifer Samar	Elaine Kosich	Elaine is a second year teacher is being mentored by a highly qualified ESE grade teacher.	Coaching, observations, collaborative lesson planning, if needed

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 Champion Elementary include:
• Reading Coach for the purpose of comprehensive staff development
• Academic Coach 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 via a push-in model
• Supplemental Tutoring after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for on-going staff development as determined by the results of FCAT data

Title I, Part C- Migrant

Not Applicable

Title I, Part D

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

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

Title III

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

Title X- Homeless

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)

Supplemental Academic Instruction (SAI)
The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Champion Elementary utilizes these resources though the following:
• After School Tutoring in Math
• After School Tutoring in Reading
• Science Camp
• FCAT Camp

Violence Prevention Programs

Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
• Student mentoring program
• Peer Mediation program
• Crisis training program
• Suicide prevention program
• Bullying program

Teens against violence by Domestic Abuse Counsel through Personal Fitness classes.

Nutrition Programs

Nutrition Programs
Champion Elementary offers a variety of nutrition programs including:
• Recipient of the Fruit and Vegetable Grant
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Nutrition and Wellness classes
• Health classes
• Personal Fitness classes

Housing Programs

Housing Programs
Not Applicable

Head Start

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

Adult Education
Not Applicable

Career and Technical Education

Career and Technical Education
Not Applicable

Job Training

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

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

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

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

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

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

The school's RtI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual, as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations, or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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 Problem Solving/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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.

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation
Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT
Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and

parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) and the VCS Problem Solving/RtI model for those students who do not respond effectively to core reading instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. Monitors the data days to review and discuss grade level activities and strategies that will help students to achieve skill mastery. Monitors the formation of intervention groups based on data-driven instructional needs. During the data days, Organizes after school tutorial opportunities for our in-school tutoring program for those students in need. Communicates with parents through school newsletters, relevant meetings, and the sharing through parent link.

Intervention Teachers (Primary and Intermediate): Participates in student data collection, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Meet with each grade level on a designated data day to review and discuss grade level activities and strategies that will help students to achieve skill mastery.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data. Meet with each grade level on a designated data day to review and discuss grade level activities and strategies that will help students to achieve skill mastery.

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

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

The school-based Literacy Leadership Team meets with each grade level on a designated data day to review and discuss grade level activities and strategies that will help students to achieve skill mastery. Data days are held quarterly and student groups are modified according to needs as indicated by the data from FAIR, unit assessments, and classroom performance. Intervention groups are formed based on data-driven instructional needs also. During the data days, after school tutorial opportunities are considered and made available from NCLB/SES , who meet the criteria, along with recommendations for our in-school tutoring program for those students in need. Grade level teams meet with the reading coach after each unit assessment to review student performance; this leads to discussions on changes in instruction to better meet students' achievement needs. The school-based Literacy Leadership Team promotes our school-wide "Black Bear Challenge" a combined 100 Book Challenge and Reading Counts program initiative.

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

The school-based Literacy Leadership Team will continue to meet with each grade level on a designated data day to review and discuss grade level activities and strategies that will help students to achieve skill mastery. The LLT have advocated full day-data days to be held quarterly. Discussion will address student groups to be modified according to needs as indicated by the data. Any changes made to instruction are based on data from FAIR testing, district reading assessments, and classroom performance. The LLT has recommended that the grade level teams will continue to meet with the reading coach after each unit assessment to review student performance; this leads to discussions on changes in instruction to better meet students' achievement needs. The LLT has made recommendation for several professional development days to include: Effective Reading Strategies, Text Features, and Seamless Formative Assessments with a Purpose.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (69)	29%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Academic Coach and Administrators	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	Time for teacher collaboration for data analysis and student progress planning	Provide for uninterrupted teacher collaboration during data days and 3 faculty PLC meetings of the month	Academic Coach	Analysis of future data	Student outcomes
3	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners to provide quality family and school events such as: Storybook Day, Cubs as Mentors, Polar Express Day, The Black Bear Challenge, Sunshine Readers, Enrichment/Club Time, Hit the Books, and Racing to Read.	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	1%

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 1% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (43)	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	Teachers lack of time to address all levels of achievement in a heterogeneous class.	Implementation of differentiated instructional strategies using Beyond Level materials and plans and keeping fidelity to MacMillan best practices.	Administration, Academic Coach, and Classroom Teachers	Increased student achievement	District Assessment and FCAT results
2	Lack of student access to differentiated resources.	Provide opportunities for students to access FCAT Explorer and Florida Achieves Websites and higher level book sets.	Classroom Teachers	Increased student achievement	District Assessments and FCAT results
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
	More rigorous instruction	Professional development	Academic Coach	Ratio of higher-level	Walk-throughs

| 4 | is needed, with more opportunities for higher-level thinking skills. | using Kagan strategies and implementing Charlotte Danielson's framework structures | Administrator | questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions. | |

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (3)	39%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses

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

Administrative observation tools | Unique Reports FAA Scores |
| 2 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | If available, teachers will participate in the Access course provided at the District's monthly Virtual PLC using webinar platform | Administration ESE Team | District follow-up survey

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (80)	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
	Lack of time to provide interventions in the classroom.	As a Plus 1 school, use Walk to Intervention strategy as a tool to	Administration, Intervention Team, Classroom	Ongoing Progress Monitoring (OPM)	RTI

1		increase student achievement in reading using supplemental materials	Teachers		
2	Budgetary restraints in providing additional resources to work with struggling students	Provide Intervention Teacher to push-in to reading block to work with struggling students in grades K-5	Administration	Ongoing Progress Monitoring (OPM)	RTI
3	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Academic Coach, ESE Lead Team, Administrators	FAIR assessments will be analyzed three times each year. District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments District Interim Assessments
4	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs Academic Coach Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments
5	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
6	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners to provide quality family and school events such as:Storybook Day, Cubs as Mentors, Polar Express Day, Black Bear Challenge, Sunshine Readers, and Racing to Read.	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	District Assessments and FCAT results
7	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners to provide quality family and school events such as:Storybook Day, Cubs as Mentors, Polar Express Day, Black Bear Challenge, Sunshine Readers, Enrichment/Club Time, Hit the Books, and Racing to Read.	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (5)	64%

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.\n\nReading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (16)	44%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing a high mobility rate impacting the stability of our lowest 25%.	Provide after school tutoring in reading.	Designated Teachers	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT Results
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Academic Coach, Administrator Teachers	Ongoing monitoring of formative and summative assessment data\n\nTrack student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and	Academic coach, tutors, administration.	Track student growth using Scantron assessments and meet regularly as grade-level	Reading assessment data, FAIR data, FCAT results.

				teams to foster growth among all students using formative data.	
3	affected by these multiple barriers.	comprehension instruction using scientifically based reading materials. Using technology to increase student achievement in reading by purchasing Starfall to use schoolwide.			
4	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners to provide quality family and school events such as:Storybook Day, Cubs as Mentors, Polar Express Day, Black Bear Challenge, Sunshine Readers, Enrichment/Club Days, Hit the Books, and Racing to Read.	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	District Assessments and FCAT results

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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 year six Champion will have reduced their reading achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47	59	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Student subgroups by ethnicity not making satisfactory progress in reading will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 33% Hispanic 58% White 56 %	Black 32% Hispanic 57% White 55%

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: Lack of life skills needed to be successful in academic pursuits Black: Lack of life skills needed to be successful in academic pursuits Hispanic: N/A Asian: N/A American Indian: N/A	Involving targeted students in reading intervention groups and walk to intervention.	Administration Classroom Teachers Intervention Teachers	Ongoing progress monitoring Teacher observations Classroom Assessments Track student growth using ScanTron Assessments	District Assessments FCAT FAIR

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Instructional Coaches Classroom Teachers Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of student data

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:	Student with Disabilities not making satisfactory progress in reading will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 15%	14%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWD's.	Academic Coach Administrator District Personnel	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:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically Disadvantaged students not making satisfactory progress in reading will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	41%		40%		

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Academic Coach Administrator District Personnel	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments FCAT results
2	Children seldom see rewards or receive positive reinforcement for their honest efforts.	Provide rewards when students meet set levels of RC and 100 Book Challenge goals.	Classroom Teacher Media Specialist	Increased number of students achieving final challenge goal (per grade level).	District Assessments FCAT results
3	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners to provide quality family and school events such as: Storybook Day, Cubs as Mentors, Polar Express Day, Black Bear Challenge, Sunshine Readers, Enrichment/Club Time, Hit the Books, and Racing to Read.	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	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
Reading Strategies CCSS	K-5	CCSS School Facilitators	School Wide	August (2012), September (2012), October (2012), November (2012), December (2012), January (2013), February (2013)	Monitor during Faculty/PLC meetings	Administration, Academic Coach
FAIR Administration	All Grade Levels	Academic Coach	New Teachers at each grade level	September (2012)	Support and coaching; Review student outcomes	Administration, Academic Coach
Data Meetings	K-5	Academic Coach	Grade Level/PLC Data Days	Monthly	Sort students by formative assessment data, strengthen instruction block strategies; monitor student progress	Grade level team members, Academic Coach, Administration,
Strategic Skills Intervention Training	Teachers 3-5	Academic Coach	Teachers in grades K-5	Monthly	Data Analysis during grade level PLC meetings/Data Meetings	Administration, Academic Coach
Kagan	K-5	Kagan Coordinator	Schoolwide	September 2012	Workshop with ongoing follow-up & coaching	Administration, Academic Coach
Data Meetings	Multi and VE	ESE Facilitator	Multi and VE teachers	Quarterly	Monitoring student data, projecting student outcomes, support and coaching	ESE Lead Teacher, Grade Chair, Leadership Team, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student and teacher materials.	Kagan materials, Reading Mastery,and	Title 1	$4,000.00
			Subtotal: $4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase hands-on technology available for students.	Ipods and (borrowed) Ipads.	Title 1	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Monitoring student progress and data analysis.	Monthly grade level data meetings.	Title 1	$7,500.00
Providing teachers teaching strategies.	Kagan Workshops	Title 1	$1,900.00
			Subtotal: $9,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Additional support for lower quartile performing students.	Tutoring- in-school and after school.	Title 1	$7,500.00
Providing Teacher support and coaching.	Academic Coach	Title 1	$18,103.00
Additional support for struggling students.	Two Intervention Teachers	Title 1	$47,668.00
			Subtotal: $73,271.00
			Grand Total: $88,671.00

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 1%.

2012 Current Percent of Students Proficient in listening/speaking:
67% (4)

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	Administrator Academic Coach ELL Contact	Ongoing monitoring of formative assessments and teacher observations by	CELLA, IPT, FCAT, District Assessments

				principal	
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach ELL Contact	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 1%.

2012 Current Percent of Students Proficient in reading:

67% (4)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach ELL Contact	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	Administrator Academic Coach ELL Contact	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 1%.

2012 Current Percent of Students Proficient in writing:

83% (5)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach ELL Contact	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	Administrator Academic Coach ELL Contact	Ongoing monitoring of formative assessments and teacher observations by	CELLA, IPT, FCAT, District Assessments

	Learners	principal	

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (FCAT Level 3) in math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (73)	31%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation District interims FCAT 2.0
2	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation District interims FCAT 2.0
3	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners to provide quality family and school events such as: Oldies and Goodies Day, Enrichment/Club Time, and Edible Math Night	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students scoring at or 4,5, and 6 on FAA in math will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	1%

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase percent of students scoring at current level by 1% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% (45)	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	Time for teacher collaboration for data analysis and student progress planning	Provide for uninterrupted teacher collaboration during data days and increase the number of data days.	Academic Coach	Analysis of future data	Student outcomes
2	Teachers are not familiar with new Common Core Curriculum and Standards.	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0

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

	2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above Level 7 on FAA in math will increase by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (2)	30% (3)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Equals Math for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Equals Assessments Administrative observation tools	Equals Assessments FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	If available, teachers will participate in the Access course provided at the District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Equals Assessments	Equals Assessments Survey

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in reading will increase by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (92)	60%

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 provide interventions in the classroom.	As a Plus 1 school, use Walk to Intervention strategy as a tool to increase student achievement in math using supplemental materials.	Administration, Intervention Team, Classroom Teachers	Ongoing progress monitoring (OPM) Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Interim FCAT 2.0
2	Lack of time for teacher to provide manipulative use during classroom lessons.	Provide weekly hands-on math lessons during small group lessons	Classroom Teacher	Ongoing monitoring of formative assessments and teacher observation by principal	District Interim Assessment and FCAT data
	Students need to	Mentors, Teachers, and	PTA, Business	Event Sign-ins	District

| 3 | experience a variety of programs and events to provide needed background information. | Community partners to provide quality family and school events such as: Oldies and Goodies Day, Enrichment/Club Time, and Edible Math Night | Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration | | 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students making learning gains on FAA in math will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (3)	44%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Not all instruction has been consistently aligned to the NGSSS access points</td><td>Implement Access courses in all core academic areas, as well as Standards-Referenced Grading</td><td>Administration ESE Team</td><td>Check usage and implementation, as well as student progress data using Equals Reports</td><td>Equals Reports FAA Scores</td></tr>
<tr><td>2</td><td>There is a need for more collaboration time amongst teachers of students with cognitive disabilities</td><td>If available, teachers will participate in the Access course provided at the District's monthly Virtual PLC using webinar platform</td><td>Administration ESE Team</td><td>District follow-up survey

Check student progress data using Equals Assessments</td><td>Equals Assessments Survey</td></tr>
<tr><td>3</td><td>Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels</td><td>Follow-up coaching provided by program specialists</td><td>Administration ESE Team</td><td>Check usage and implementation, as well as student progress data using Equals Assessments

Administrative observation tools</td><td>Equals Assessments FAA Scores</td></tr>
</table>

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (24)	55%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for</td><td>Process Used to Determine Effectiveness of</td><td>Evaluation Tool</td></tr>
</table>

			Monitoring	Strategy	
1	The school is experiencing a high mobility rate impacting the stability of our lowest 25%.	Provide after school tutoring in math with Champion Elementary Teachers.	Designated Teachers	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT Results
2	Students need to use computer based resources designed to improve student achievement	Students will increase their use of the computer and computer based resources (through classroom or computer lab opportunities) to improve computer experiences and student achievement (K-5).	Classroom Teacher	Student reports on FCAT Explorer and Formative Assessment.	District Assessments and FCAT Results
3	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners to provide quality family and school events such as: Oldies and Goodies Day, Enrichment/Club Time, and Edible Math Night	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	District Assessments and FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In year six Champion will have reduced their math achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	55	60	64	69	

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:	Student subgroups by ethnicity not making satisfactory progress in mathematics will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 34% Hispanic 33% White 62%	Black 33% Hispanic 32% White 61%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers lack of time to address all levels of achievement in a heterogeneous class.	Implementation of centers using intervention and below level materials (Pearson or teacher created).	Administration Classroom Teachers	Formative assessments	District Assessment and FCAT results
	White: Lack of prerequisite skills needed to be successful on grade level.	As a Plus 1 school, use Walk to Intervention strategy as a time to instruct students in	Administration Designated Classroom- Intervention	Ongoing Progress Monitoring (OPM)	RTI

	2	Black: Lack of prerequisite skills needed to be successful on grade level. Hispanic: N/A Asian:N/A American Indian: N/A	missing prerequisite skills	teacher			

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Academic Coach Teachers Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessements and FCAT results Progress monitoring of weekly data using graphs/trend lines.

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:	Student with disabilities not making satisfactory progress in mathematics will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	20%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have the prerequisite skills to develop on grade level skills.	Use of off grade level materials and manipulatives to build prerequisite skills.	Administration Classroom Teachers	Ongoing Progess Monitoring (OPM)	District and State Assessments
2	Following the curriculum map does not allow the opportunity to work with	Qualified ESE resource teacher will work with ESE students on targeted	Administration ESE Resource Teacher	Formative Assessments	District Interim Assessments

	ESE students on the appropriate level	skills using ESE progression check list.				

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:	Economically Disadvantaged students not making satisfactory progress in mathematics will decrease by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	43%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<td></td>
<td>Anticipated Barrier</td>
<td>Strategy</td>
<td>Person or Position Responsible for Monitoring</td>
<td>Process Used to Determine Effectiveness of Strategy</td>
<td>Evaluation Tool</td>
</tr>
<tr>
<td>1</td>
<td>Students do not have the prerequisite skills to develop on grade level skills.</td>
<td>Use of leveled centers and small group teacher remediation during math.</td>
<td>Administration Classroom Teacher</td>
<td>Pearson Quick Checks Formative Assessments</td>
<td>District and State Assessments</td>
</tr>
<tr>
<td>2</td>
<td>Challenges of working with students who come from low SES backgrounds.</td>
<td>Ensure that teachers receive professional development (Kagan Training) related to effective instructional strategies in math and increased participation.</td>
<td>Administration Academic Coach</td>
<td>Ongoing monitoring of formative assessment and teacher observation</td>
<td>District Assessments and FCAT results</td>
</tr>
<tr>
<td>3</td>
<td>Students need to experience a variety of programs and events to provide needed background information.</td>
<td>Mentors, Teachers, and Community partners to provide quality family and school events such as: Oldies and Goodies Day, Enrichment/Club Time, and Edible Math Night</td>
<td>PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration</td>
<td>Event Sign-ins</td>
<td>District Assessments and FCAT results</td>
</tr>
</table>

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Meetings	K-5	Reading Coach, Academic Coach	Grade Level/PLC Data Days	Monthly	Sort students by formative assessment data, strengthen instruction block strategies; monitor student progress	Grade level team members, Academic Coach, Administration,
Strategic Skills Intervention Training	Teachers 3-5	Academic Coach	New Teachers in grades 3-5	Monthly	Data Analysis during grade level PLC meetings/Data Meetings	Administration, Academic Coach

Math Strategies CCSS	K-5	CCSS School Facilitators	School Wide	August through December (2012), January and February (2013)	Monitor during Faculty/PLC meetings	Administration, Academic Coach
Kagan	K-5	Kagan Coordinator, Academic Coach	School wide	September 2012	Workshop with ongoing follow-up and coaching	Acministration, Academic Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student hands-on technology opportunities.	Ipods and (borrowed) Ipads	Title 1	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teaching strategies and other methodology.	Kagan workshops	Title 1	$1,900.00
			Subtotal: $1,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Support for students in the lower quartile.	Tutoring - during school and after-school	Title1	$7,500.00
Monitoring student progress and data analysis.	Monthly grade level data meetings.	Title 1	$7,500.00
Teacher support, guidance, and coaching.	Academic Coach	Title 1	$18,103.00
Intervention support for struggling students.	Two intervention teachers	Title 1	$47,668.00
			Subtotal: $80,771.00
			Grand Total: $84,671.00

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:
36% (31)	38% (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 students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in science including hands-on science training.	Classroom Teachers Administration	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	Time for teacher collaboration for data analysis and student progress planning	Provide for uninterrupted teacher collaboration during data days.	Classroom Teachers Administration	Analysis of future data	Student outcomes
3	Students lack background knowledge that serves as the foundation for an understanding of science concepts.	All classes K-5 perform at least two hands-on activities a week	Classroom Teachers Administration	Ongoing monitoring of formative assessment and teacher observation	District Assessments and FCAT results
4	Students need to experience a variety of programs and events to provide needed background information.	Utilize PTA, Business Partners, Mentors, Teachers, and Community partners to provide quality family and school events such as: Oldies and Goodies Day, Red Ribbon Week, Museum Night, Enrichment/Club Time, and Jump Rope for Heart.	PTA, Business Partners, Mentors, Teachers,Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	District Assessments and FCAT results
5	Lack of time during the school day to thoroughly teach science content and vocabulary.	Provide weekly hands-on science lessons in school science lab with experienced science teacher.	Classroom Teachers Science Lab Teacher Administration	On going monitoring of formative assessments and teacher observations	District Interim Assessments and FCAT data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring at Levels 4, 5, and 6 in science will stay the same as previous year or increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	1%

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

| 2 | aligned to the NGSSS access points

Lack of targeted curriculum for science | through the Access Points) | | assessments | assessments

FAA |

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 Achivement Level 4 in science will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (13)	17%

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 during school day to thoroughly teach science content and vocabulary.	Teacher provides a science based reading center during the 120 minute literacy block	Classroom Teachers Administration	Classroom teacher assessments and observations	District Assessments and FCAT results
2	Lack of time for teacher to provide hands on classroom lessons.	Provide weekly hands-on science lessons in school science lab with experienced science teacher.	Classroom Teachers Administration	Ongoing monitoring of formative assessments and teacher observations	District Interim Assessments and FCAT data
3	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis	Implement Kagan Strategies to improve student partcipation	Administration Science Department Chair Classroom Teachers	Classroom teacher assessments and observations	District Assessments and FCAT Data VSET Evaluation Domain 3

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Students scoring at or above Achievement Level 7 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (2)	34%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Difficulty of finding high-quality lessons for students with severe	District training for teachers on the implementation of	Administration ESE Team	Check usage and implementation, as well as student progress	ASAP Science Curriculum-based assessments

1	cognitive disabilities that also address varying complexity levels	Unique Learning System for Access courses Follow-up coaching provided by program specialists		data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	If available, teachers will participate in the Access course provided at the District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports	ASAP Science Curriculum-based assessments Unique Reports Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Science Strategies aligned to (CCSS)	K-5	CCSS School Facilitators	School Wide	August through December (2012), January and February (2013)	Monitor during Faculty/PLC meetings	Administration, Academic Coach
Data Meetings	K-5	Academic Coach	Grade Level/PLC Data Days	Monthly	Sort students by formative assessment data, strengthen instruction block strategies; monitor student progress	Grade level team members, Academic Coach, Administration,
Kagan	K-5	Kagan Coordinator, Academic Coach	School wide	September 2012	Workshop with ongoing follow-up and coaching	Administration, Academic Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase strategies for teaching science.	Kagan Workshop	Title 1	$1,900.00
			Subtotal: $1,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Hands-on science opportunities for students.	Science Lab Teacher	Title 1		$50,799.00
			Subtotal:	$50,799.00
			Grand Total:	$52,699.00

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students scoring at Achievement Level 3.0 and higher in writing will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (56)	74%

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	New teachers in fourth grade	Ensure that all 4th grade teachers receive professional development related to effective instructional strategies in writing.	Classroom Teachers Administration	District writing assessments	District assessments FCAT 2.0
2	The scoring criteria has become more rigorous.	Close monitoring of student performance on district writing assessments for spelling/phonics and grammar.	Classroom Teachers	District writing assessments Writing in all subject areas.	District assessments FCAT 2.0
3	Lack of opportunities to write in all subject areas	Provide many opportunities for all students to write in all subject areas	Classroom Teachers	District writing assessments Writing in all subject areas.	Classroom and district assessments
4	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners to provide quality family and school events such as: Young Authors Day, Enrichment/Club Time, and We Value our Veterans Project	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	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 group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at 4 or higher in writing will stay the same as the previous year.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% (1)	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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with severe cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	If avaialable, teachers iwll participate in the Access course provided at the District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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
Writing Data Analysis and coaching	4/Writing	School-based Writing Support	4th grade teachers	Monthly/As needed	Ongoing coaching	Kathy Roam

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase students' opportunities for hands-on technology.	Ipods and (borrowed) Ipads.	Title 1	$2,000.00
			Subtotal: $2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Increase opportunity for new writing strategies for teachers.	Kagan Workshops	Title 1	$1,900.00
			Subtotal: $1,900.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Support, guidance, and coaching for teachers.	Academic Coach	Title 1	$18,103.00
			Subtotal: $18,103.00
			Grand Total: $22,003.00

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:	Decrease number of students with excessive absences and tardies by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
93%	92%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
230	229
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
153	152

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	Parents are not aware of the number of absences students have accrued in a school year.	Teachers will proactively contact parents after 5 absences or tardies.	Teachers Attendance Clerk PST	Quarterly Attendance Reports	End of Year Attendance and Tardy reports.
2	Parents/children miss the bus and have no way to get the children to school.	Encourage children with classroom incentives for good attendance.	Administration and classroom teachers	Quarterly Attendance Reports	End of Year Attendance and Tardy reports.
3	Children's excessive tardiness and absences if they miss the bus or have no transportation to school.	Increase Social Worker involvement to homes to verify absences or relocations.	Guidance Counselor Social Worker Registrar Classroom teacher PST	Quarterly Attendance Reports	End of Year Attendance and Tardy reports.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance	K-5	Principal, Guidance	All Teachers	August and October faculty meetings	E-mail information and individualized conversations; Monitor student attendance records	Classroom teachers, Attendance Clerk, PST Chair, BLT, Principal

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	To decrease number of out of school suspensions by 20%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
4	3

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
4	3
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
114	91
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
67	53

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to manage anger in a constructive manner.	Guidance Groups K-2 Alpha 3-5	Administration School Psychologist Guidance Couselor Alpha Counselor	Number of referrals	District data on suspensions.
2	Students are not following classroom rules, expectations, including transisitions	Teachers use class meetings to address issues in the classroom Invite ESE teachers to PLC meetings for support	Academic Coach ESE Teachers	Total number of referrals	End of year school referral 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
Peer Mediation, Peer Mentoring, Bully Proofing, Social Skills Training	K-5	Guidance Counselor and District Resources	As scheduled, off campus workshops as available	As offered via district	Guidance Counselor and Administration to conference about progress, monitor needs	Administration, Guidance Counselor
BLT, NCI, Diversity and Multicultural Trainings	School Wide	LLT, RtI Team	Available for all Faculty and Staff, including ESE Paraprofessionals	Fall and Summer district trainings	Track trained participants, create e-mail listing in address book to continue on-line communications	Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Continue to maintain or increase consistent parent involvement in all school events, programs, and parent conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Currently a 5 Star school see portfolio for documentation	Continue to be a 5 STAR school and show continued or increased parent involvement through school documentation

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	Parents may not be aware of events held at school.	The school will inform parents of school events and activities through a variety of methods including: School Newsletters, flyers, Connect-Ed phone messages, students planners, and signs in front of the school building.	Administration and PTA	Parent involvement will be measured based on sign in sheets and parent teacher conference logs	School documentation such as sign in sheets, collected volunteer hours, and parent teacher conference logs.

2	Parents are not aware of the diversity and intensity of school curriculum	Provide parent training workshops to expand parent knowledge and understanding	Administration, Classroom Teachers	Parent involvement will be measured based on sign in sheets at events	School Documentation
3	Students need to experience a variety of programs and events to provide needed background information.	Mentors, Teachers, and Community partners will provide quality family and school events such as:Petals for Parents, Museum Night, Winning on the Home Front, Oldies and Goodies Day, Edible Math, Night, Young Authors Day, Racing to Read,Hit the Books, Open House, and Meet the Teacher Day.	PTA, Business Partners, Mentors, Teachers, Community partners, Academic Coach, Media Specialist, Administration	Event Sign-ins	District Assessments and FCAT results
4	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP

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
Volunteer and Business Partner Training	School Wide	Principal	All Staff	August Faculty Meetings	Confirm full participation; file meeting agenda in security file and 5 Star Notebook	Administration
Collaborative Partnering and Shared Decision Making	School Advisory Committee	SAC Chair/Principal	School Advisory Committee	August Meeting	Confirm full participation; file meeting agenda in security file and 5 Star Notebook	Administration

Parent Involvement Budget:

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

Parent center,support, information, and liason.	Two Parent support/liasons.	Title 1	$18,939.00
		Subtotal:	$18,939.00
		Grand Total:	**$18,939.00**

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:	The participation of families in our school's Museum Family Night and Edible Math Night will increase by 10%.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge and/or interest in Science and Math areas.	Publicize opportunities for student and parent participation in extracurriculuar Science and Math (Museum Family Night and Edible Math Night)events via website, newsletter, and ConnectEd.	Teachers, Media Specialist, Academic Coach, Intervention Teachers, Administration	Event Sign-ins	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
No Data Submitted						

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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. N/A Goal N/A Goal #1:	1. N/A Goal . N/A Goal #1:.
2012 Current level:	2013 Expected level:
1. N/A Goal . N/A Goal #1:.	1. N/A Goal . N/A Goal #1:.
Problem-Solving Process to Increase Student Achievement	

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

Budget:

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

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

End of N/A Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student and teacher materials.	Kagan materials, Reading Mastery,and	Title 1	$4,000.00
				Subtotal: $4,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase hands-on technology available for students.	Ipods and (borrowed) Ipads.	Title 1	$2,000.00
Mathematics	Increase student hands-on technology opportunities.	Ipods and (borrowed) Ipads	Title 1	$2,000.00
Writing	Increase students' opportunities for hands-on technology.	Ipods and (borrowed) Ipads.	Title 1	$2,000.00
				Subtotal: $6,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Monitoring student progress and data analysis.	Monthly grade level data meetings.	Title 1	$7,500.00
Reading	Providing teachers teaching strategies.	Kagan Workshops	Title 1	$1,900.00
Mathematics	Teaching strategies and other methodology.	Kagan workshops	Title 1	$1,900.00
Science	Increase strategies for teaching science.	Kagan Workshop	Title 1	$1,900.00
Writing	Increase opportunity for new writing strategies for teachers.	Kagan Workshops	Title 1	$1,900.00
				Subtotal: $15,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Additional support for lower quartile performing students.	Tutoring- in-school and after school.	Title 1	$7,500.00
Reading	Providing Teacher support and coaching.	Academic Coach	Title 1	$18,103.00
Reading	Additional support for struggling students.	Two Intervention Teachers	Title 1	$47,668.00
Mathematics	Support for students in the lower quartile.	Tutoring - during school and after-school	Title1	$7,500.00
Mathematics	Monitoring student progress and data analysis.	Monthly grade level data meetings.	Title 1	$7,500.00
Mathematics	Teacher support, guidance, and coaching.	Academic Coach	Title 1	$18,103.00
Mathematics	Intervention support for struggling students.	Two intervention teachers	Title 1	$47,668.00
Science	Hands-on science opportunities for students.	Science Lab Teacher	Title 1	$50,799.00
Writing	Support, guidance, and coaching for teachers.	Academic Coach	Title 1	$18,103.00
Parent Involvement	Parent center,support, information, and liason.	Two Parent support/liasons.	Title 1	$18,939.00
				Subtotal: $241,883.00
				Grand Total: $266,983.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ◯ Priority | ◯ Focus | ◯ Prevent | ◯ NA |

Are you a reward school: ◯ Yes ◯ No

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

No Attachment (Uploaded on 10/6/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Provide Professional Development Opportunties for teachers (example FAME Conference), Provide Student Planners for first through fifth grade students.	$1,900.00

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

Conduct a needs assessment/survey; write and approve SIP goals/objectives; share the SIP; and Implement, monitor, evaluate and modify the SIP.
Address new school priorities and provide guidance and support for school-based programs and decisions.
Provide SAC budgetary decisions, along with discussion and approval of school budgets.
Support of and attendance at all school functions.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
CHAMPION ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	73%	64%	64%	272	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	62%			122	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	58% (YES)			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					507	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District
CHAMPION ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	62%	86%	50%	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	51%	50%			101	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?	43% (NO)	61% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					470	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested