FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CHISHOLM ELEMENTARY SCHOOL

District Name: Volusia

Principal: Miss. Kelly R. Carter

SAC Chair: Mrs. Johna Norman

Superintendent: Dr. Margaret Smith

Date of School Board Approval: December 11, 2012

Last Modified on: 10/18/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Kelly R. Carter	B.S. – Elementary Education M.A. – Educational Leadership	3	9	2011-2012 B School (68%R/63%M; 66% R/72%M; 64%R/38%M) 2010-2011 B School, AYP 82% (78%R/77% M;59%R/56%M;63%R/43%M)* 2009-2010 B School, AYP 85%(79%R/72% M; 65%R/67%M; 47%R/52%M)* 2008-2009 A School, AYP 90%(69%R/58% M; 63%R/55%M; 54%R/58%M)* 2007-2008 A School, AYP 95%(77%R/79% M; 73%R/77%M; 62%R/67%M)* 2006-2007 A School, AYP 97%(75%R/74% M; 78%R/63%M; 59%R/60%M)* 2005-2006 A School, AYP 92%(73%R/75% M; 63%R/69%M; 55%R/No data available for math)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
					2011-2012 A School, (79%R/77%M;68% R/75%M;63%R/72%M) 2010-2011 A School, AYP 95% (89%R/85% M; 72%R/53%M; 60%R/50%M)* 2009-2010 A School, AYP 100%(88% R/94%M; 70%R/74%M; 68%R/65%M)*

| Assis Principal | Dr. Hollie Newnam | B.A. – Physical Education
M.S. – Educational Leadership
Ph.D.- Physical Education | 1 | 8 | 2008-2009 A School, AYP 97%(92%R/95%M; 76%R/71%M; 64%R/65%M)*
2007-2008 A School, AYP 97%(91%R/93%M; 70%R/78%M; 57%R/62%M)*
2006-2007 A School, AYP 100%(90%R/88%M; 81%R/69%M; 80%R/71%M)*
2005-2006 A School, AYP 95%(87%R/85%M; 69%R/70%M; 69%R/No data available for math)*
2004-2005 A School, AYP 100%(89%R/83%M; 71%R/73%M; 81%R/No data available for math)*
*(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)
Academic Coach	Johna Norman	BA-Early Childhood Education	8		N/A-First Year as Academic Coach

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. Professional Learning Communities	Kelly R. Carter, Principal	06/30/2013	
2	2.New Teacher Mentoring (Individualized PD, mentors, peer classroom visits, other site visits)	Kelly R. Carter, Principal	06/30/2013	
3	3. PAR - Peer Assistance Review Teacher	District Provision	06/30/2013	
4	4. Celebrations/Teacher Recognition	Sunshine Committee/Administration/PTA	06/30/2013	
5	5. Peer Teacher Observation	Kelly R. Carter, Principal	06/30/2013	
6	6. Leadership Opportunities	Kelly R. Carter, Principal	06/30/2013	
7	7. On-going Professional Development	Kelly R. Carter, Principal	06/30/2013	
8	8. Community/Business Partnerships	SAC	06/30/2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers Teaching Out of Field--2 Teachers who recived	Providing Gifted Endorsement classes for completion.

less than an effective rating--0				N/A					

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
31	3.2%(1)	12.9%(4)	45.2%(14)	38.7%(12)	29.0%(9)	100.0%(31)	6.5%(2)	6.5%(2)	22.6%(7)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Chisholm Elementary include:
• Academic Coach for the purpose of comprehensive staff development
• Math 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 ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery, tutoring, and summer school
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights and workshops on school success
• Migrant Parent Advisory Council (MPAC)
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

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

success

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

- Student Mentoring Program
- Peer Mediation Program
- Crisis Training Program
- Suicide Prevention Program
- Bullying Program

Nutrition Programs

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

Housing Programs

N/A

Head Start

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are inplementing 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 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 if the VCS Problem Solving/RtI website (under Psychologist 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/behavorial 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.

Guidance Counselor: Assists schools in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team identify specific trends in mental health and behavioral concerns among groups of students.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in students data collection, delivers Tier1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials with Tier 2/3 activities.

School Social Worker: Assists schools in identifying interventions and assists parents with accessing community agencies to support the child's academic, emotional, behavioral and social success.

Staffing Specialist: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

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

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

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are inplementing 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 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 if the VCS Problem Solving/RtI website (under Psychologist 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/behavorial 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.

Guidance Counselor: Assists schools in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team identify specific trends in mental health and behavioral concerns among groups of students.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in students data collection, delivers Tier1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials with Tier 2/3 activities.

School Social Worker: Assists schools in identifying interventions and assists parents with accessing community agencies to support the child's academic, emotional, behavioral and social success.

Staffing Specialist: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Execeptional Student Education (ESE)Teachers: Participates in student data collection, integrates core instructiuonal activites/ materials into Tier 3 instruction, and collaborates with general eduacation teahcers through such activites as co-teaching. Encompassing Problem Solving/RtI practices when addressing the needs of ESE students with focus on potential reintegration into General Education based on data.

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

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

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

The Chisholm LLT will work to support all district initiatives for literacy, learning and on-going implementation of school-wide goals:
Spelling Bee
Young Authors
Dramatic Productions

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/26/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency(FCAT Level 3) in reading will increase by 2% in grades 3,4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (39)	24%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
3	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	N/A

Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (80)	49%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for materials Time Volunteers	Students will check out teacher-created enrichment skill bags which will include chapter books with differentiated activities based on the five areas of reading.	CRT Parents Volunteers	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments 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 weekly 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
3	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

2b. Florida Alternate Assessment:	

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains in reading will increase by 5%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (74) making learning gains	71% making learning gains

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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.	Reading Coach, ESE Lead Team, Administrators	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer District Interim Assessments
2	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 Reading Coach Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams
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 weekly 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

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (18) making learning gains	67% making learning gains

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 weekly 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
2	Funding for materials Time Volunteers	Students will also receive leveled fluency passages which will come from Approaching Teacher Resource from Macmillan reading series.	CRT Parents Volunteer	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT Results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based	Instructional coaches, tutors, administration	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results

		reading materials.			

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (72% proficient) 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	72%	75%	77%	80%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:73% ;Hispanic: N/A; Asian: N/A;American Indian: N/A Black: 33% are proficient	White: 78% ;Hispanic: N/A; Asian: N/A; American Indian: N/A Black: 40% are proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: We have a growing number of Black students.	Ensure that all teachers receive professional development related to effective instructional strategies in reading. Follow up and coaching will be provided	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in 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	N/A	N/A	N/A	N/A	N/A

2	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD:13% proficient	SWD:33% proficient

<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>The individual needs of some students in the Exceptional Student Education program are not being met.</td><td>Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes</td><td>Administration</td><td>Ongoing monitoring of formative assessments</td><td>FAIR

FCAT</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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD:57% proficient	SWD:65% proficient

<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>Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes</td><td>Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies</td><td>Administration

Reading Coach

Literacy Leadership Team</td><td>Classroom Walkthrough

Literacy Leadership Team Meetings</td><td>VSET Observations Domain 3</td></tr>
</table>

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
Implement the Common Core Standards in Reading focusing on Close reading strategies and Text Dependent Questions.	K-5	Academic Coach	K-5 classroom teachers	Initial training during October. Implementation within 30 days and follow up during bi weekly PLC meetings.	Classroom Observations and student achievement data	Administration and academic coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Counts	materials, incentives, and awards	PTA/SAC	$600.00
School Wide Spelling Bee	materials, incentives, and awards	PTA/SAC	$150.00
Literacy Week	materials, incentives, and awards	PTA/SAC	$50.00
			Subtotal: $800.00
			Grand Total: $800.00

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:	N/A

2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:	N/A			
2012 Current Percent of Students Proficient in reading:				
N/A				
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing. CELLA Goal #3:	N/A			
2012 Current Percent of Students Proficient in writing:				
N/A				
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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 (Level 3) in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (40)	25%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 FSA, SSA, 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 FSA, SSA, District interims FCAT 2.0
3	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports FSA & SSA District Interim Assessments

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (Level 4 and 5) in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (70)	42%

<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>Lack of time and focus to devote to professional dialogue about teaching practices</td><td>Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning Consider the incorporation of project-based learning elements for enrichment.</td><td>Administration Instructional Coaches</td><td>Participation in professional development, coupled with follow-up observations

Teacher reflections</td><td>VSET observation

FCAT 2.0</td></tr>
<tr><td>2</td><td>Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.</td><td>Implement 75 Formative Assessment Strategies as a Science Department

Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment</td><td>Administration

Science PLCs

Science Department Chair</td><td>Teacher Data</td><td>Vset Evaluation Domain 3</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:

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (78) making learning gains	70% making learning gains

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	Students in the lowest 25% making learning gains will

			increase by 7%.		
Mathematics Goal #4:					

2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (11) making learning gains	45% making learning gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 FSA, SSA, District interims FCAT 2.0

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 # Students achieving proficiency (FCAT Level 3) in math will increase by 2% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	63%	63%	67%	71%	74%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.

2012 Current Level of Performance:	2013 Expected Level of Performance:
White:72% Black:26% Hispanic:N/A Asian:N/A American Indian:N/A Proficient	White:74% Black:28% Hispanic:N/A Asian:N/A American Indian:N/A Proficient

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: We have a growing number of Black students.	Ensure that all teachers receive professional development related to effective instructional strategies in reading. Follow up and coaching will be provided	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

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

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

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 13% proficient	SWD: 33% proficient

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 46% proficient	ED: 53% proficient

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Problem-Solving Process to Increase Student Achievement		
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of school-wide curriculum resources, including core program and diagnostic/intervention materials that emphasize the use of multiple instructional strategies	Administration Instructional Coaches	Classroom Walkthrough Ongoing monitoring of diagnostic/formative/summative assessments	VSET Observations Domain 3 FSA/SSA/District Interims FCAT 2.0

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating the curriculum to include remediation, continuous improvement, and enrichment opportunities.	K-5	Academic Coach	K-5 classroom teachers, Special Area Teachers to include PE, Art, and Music	initial training during October; implementation within 30 days; follow up within 60 days during bi weekly PLC meetings.	classroom observations; student achievement data	Administration and academic coach
Integrate math vocabulary and grade level specific topics into the special area to include PE, Art, and Music	K-5	Academic Coach	K-5 classroom teachers; Special Area Teachers including PE, Art, Music	Initial training during October; Implementation within 30 days; follow up within 60 days during bi weekly PLC meetings	classroom observation; student achievement data	Administration and academic coach

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Math Centers	manipulatives, resource books, and supplies	SAC	$300.00
Math Family Night	manipulatives, resource books, and supplies	PTA	$200.00
			Subtotal: $500.00
			Grand Total: $500.00

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 (FCAT Level 3) in science will increase by 2% in grade 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th - 27%(17)	5th - 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	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports FSA & SSA District Interim Assessments

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

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in science will increase by 3% in grade 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th - 42%(27)	5th - 45%

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	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration Science PLCs Science Department Chair	Teacher Data	Vset Evaluation Domain 3

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School wide science initiative to develop monthly themes alligned with the VCS Science Scope and Sequencing Map of the K-5 Science Curriculum.	K-5	Academic Coach	Classroom teachers K-5	initial training during October; implementation within 30 days, follow up in 60 days during bi weekly PLC meetings.	classroom observations; student achievement data	administration and academic coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Night for Students	MOAS	PTA	$300.00
			Subtotal: $300.00
			Grand Total: $300.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Percentage of 4th grade students scoring a 3 or higher will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	3.0 and higher 57% (33)	3.0 and higher 59%

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 outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
2	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Instructional Coaches Language Arts Department Chair Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Development on reading the Write Score reports	3rd & 4th	Academic Coach	3rd & 4th grade classroom teachers	initial training in Novemeber; follow up within 30 days during bi weekly PLC meetings	PLC discussions to disaggregate data	Administration and academic coach
Consistant School wide writing program	K-5	Academic Coach	K-5 classroom teachers	initial training in August; follow up within 30 days in PLC bi weekly meetings.	collaborative discussions	administration and academic coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Workshop for teachers on Kathy Robinson Writing	Kathy Robinson manuals K-5	N/A	$400.00
			Subtotal: $400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The attendance rate will increase by 2% in 2013. The number of excessive absences and tardies will decrease by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.91%	97% or higher
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
119	109

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
93	83

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	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts w/student and/or parent/guardian	Administrators, Teachers, Attendance Clerk, School Counselors, , School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports
2	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives/recognition	Administration	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing attendance data in Pinnacle to identify students in need of attendance interventions/PST	K-5	Guidance Counselor, Social Worker, School Psyc, PST chair	All Faculty	Initial training during pre planning to learn how to effectively analyze data; implementaion at the beginning of the school year; follow up during the 1st quarter	Student Services/PST chair/ Leadership Team to be consulted to determine if all students in need of attendance interventions have been identified.	Teacher, Social Worker, PST chair

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Attendance Budget:

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

			$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Awards	Attendance certificates, medals, and pins	PTA/ internal accounts	$100.00
			Subtotal: $100.00
			Grand Total: $100.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The number of in-school and out-of-school suspensions will decrease by 10% in school year 2013.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
5	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	Parental permission and participation required	Identified at risk students will participate in the Alpha program implemented in partnership with community counseling	Administration Guidance Counselor Alpha Counselor	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings.	Discipline referral data

agency The House Next Door.	

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
RTI-B	K-5	School based student services	School Wide	initial training in Septemeber; implementaiton within 30 days; follow up within 60 days	observation of discipline data	Administration

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$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.*	To achieve a 5% increase in the participation of our families in two activities during the school year.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
65% of our families participate in two activities during the school year.	70% of our families participate in two activities during the school year.

| | 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	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children. Refer to PIP	Administration	Climate Survey April 2011	5-Star status for 2011 school year

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent involvement	All subjects and all grade levels	VIPS coordinator	school-wide	initial training during 1st quarter; implementation within 30 days; follow up within 60 days; evaluatation	Monitor family and community involvement at school functions; parental and community feedback via climate surveys	VIPS coordinator

Parent Involvement Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Family Fun Night, annual runathon, drama productions, field day, annual student performing arts spectacular	Food, paper goods, volunteers	PTA/SAC	$1,000.00
			Subtotal: $1,000.00
			Grand Total: $1,000.00

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:	To increase the students using technology in the classroom 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 STEM areas.	Publicize opportunities for student and parent participation in extracurricluar STEM events via website, newsletter, ConnectEd	5th Grade teachers Administration	Monitor usage and implementation data of STEM modules	Usage Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A	N/A	N/A	N/A	N/A	N/A	N/A

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
workshop for teachers on Science Projects	boards, construction paper, materials	SAC	$50.00
			Subtotal: $50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $50.00

End of STEM Goal(s)

Additional Goal(s)

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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 Parent Involvement Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
STEM				$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
Mathematics				$0.00
Science				$0.00
Writing				$0.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
STEM				$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading				$0.00
Mathematics				$0.00
Science				$0.00
Writing	Workshop for teachers on Kathy Robinson Writing	Kathy Robinson manuals K-5	N/A	$400.00
Attendance				$0.00
Suspension				$0.00
Parent Involvement				$0.00
STEM	workshop for teachers on Science Projects	boards, construction paper, materials	SAC	$50.00
				Subtotal: $450.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Counts	materials, incentives, and awards	PTA/SAC	$600.00
Reading	School Wide Spelling Bee	materials, incentives, and awards	PTA/SAC	$150.00
Reading	Literacy Week	materials, incentives, and awards	PTA/SAC	$50.00
Mathematics	Math Centers	manipulatives, resource books, and supplies	SAC	$300.00
Mathematics	Math Family Night	manipulatives, resource books, and supplies	PTA	$200.00
Science	Science Night for Students	MOAS	PTA	$300.00
Writing				$0.00
Attendance	Attendance Awards	Attendance certificates, medals, and pins	PTA/ internal accounts	$100.00
Suspension				$0.00

Parent Involvement	Family Fun Night, annual runathon, drama productions, field day, annual student performing arts spectacular	Food, paper goods, volunteers	PTA/SAC	$1,000.00
STEM				$0.00
				Subtotal: $2,700.00
				Grand Total: $3,150.00

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 9/24/2012)

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
Faculty extended curriculum requests	$500.00
Instructional Materials	$500.00
Parent Involvement Night	$500.00

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

SEPTEMBER:
School Improvement Plan input and Sharing of the school data
Discussion of expectations of SAC membership
Agreement of the schedule of meetings (frequency, time, place)
Introduction of the budget and budget issues
Hold public input night

OCTOBER/NOVEMBER
Introduction of legislative issues
SAC training for new members
Monitoring SIP goals
Decide on Climate Survey timeline and which survey to use
Final approval of SIP by school board
New Curriculum programs

JANUARY
Midyear progress report on goal status
Discussion of the correlation between the goals and FCAT

FEBRUARY/MARCH
FCAT, technology, communication, SAC training topics, understanding VIPS, hot topics such as School Way Cafe, transportation, and/or local issues
Begin planning for Climate Survey

APRIL/MAY
Discussion of Climate Survey results
Report FCAT data
Evaluate current objectives
Summarize the year & celebrate successes
Address any other outstanding issues
Final Budget report
Conduct SAC elections for 2013-2014

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
CHISHOLM ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	77%	84%	63%	302	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	56%			115	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?	63% (YES)	43% (NO)			106	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					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District
CHISHOLM ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	77%	84%	63%	304	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	68%	69%			137	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?	45% (NO)	73% (YES)			118	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					559	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested