FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: READ-PATTILLO ELEMENTARY SCHOOL

District Name: Volusia

Principal: Marilyn Travis

SAC Chair: Andrea Hall

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/17/2012

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	Marilyn Travis	BS Early Childhood Education M Ed. Elementary Education Certification Educational Leadership	38	19	2011-2012 - A School 2010-2011 - A School, AYP 85% (85% R/79%M; 67%R/58%M; 66R/54%M) * 2009-2010 - B School, AYP 90% (82% R/83%M; 64%R/57%M; 33%R/67M) * 2008-2009 – A School, AYP 95% (86% R/86%M; 75%R/71%M; 74% R/64M) * 2007-2008 – A School, AYP 95% (87% R/86%M; 74%R/70%M; 59%R/68%M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) Prior to 2007, Based on the Volusia County District evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.

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)
	Cindy Smith	BA Elementary Education MA Elementary Education	4	4	2011-2012 - A School 2010-2011 - A School, AYP 85% (85% R/79%M;67%R/58%M;66%R/54%M) * 2009-2010 - B School, AYP 90% (82% R/83% M; 64% R/57% M; 33% R/67 M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/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	New Teacher Programs (Individual PD, mentors, peer classroom visits, other site visits)	Marilyn Travis, Cindy Smith, Denise Peddicord Anita Watson Christine Baird	June 2013	
2	Leadership Opportunities	Marilyn Travis	June 2013	
3	Professional Development	Marilyn Travis Cindy Smith Anita Watson Christine Baird	June 2013	
4	PLC Activities	Marilyn Travis Cindy Smith Anita Watson Christine Baird	June 2013	
5	Participation in District Job Fair and Recruitment Activities	Marilyn Travis	June 2013	

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3%(1) Out of Field	District providing ESOL modules for completion

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
35	2.9%(1)	5.7%(2)	42.9%(15)	48.6%(17)	31.4%(11)	100.0%(35)	14.3%(5)	2.9%(1)	28.6%(10)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Cindy Smith Denise Peddicord	Aaron Shank	Aaron is a first year teacher being mentored by a highly effective teacher, as well as a district-assigned Peer Assistance and Review (PAR) Teacher.	Weekly visits by the PAR teacher Academic coaching and collaborative planning with the fourth grade team Academic coach is available as needed
Cindy Smith Jennifer Schrader	Amy Woodard	Amy is new to our third grade team and school. She is being mentored by a highly qualified academic coach and a highly qualified third grade teacher.	Coaching, observations, collaborative planning if needed
Cindy Smith Janet Piazza	Tarell Butler	Tarell is new to our fourth grade team. She is being mentored by a highly qualified academic coach and a highly qualified fourth grade teacher.	Coaching, observations, collaborative planning with the fourth grade team
Marilyn Travis Cindy Smith Letasha Robertson	Robert Salerno	Robert is new to our school. He is being mentored by a highly qualified academic coach and a highly qualified physical education teacher.	Coaching on VSET domains Collaborative planning for school events such as President's Fitness Testing with the full time PE teacher

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 Read-Pattillo include:
- Academic Coach for the purpose of comprehensive staff development
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Supplemental tutoring after school
- Supplemental materials and supplies needed to close the achievement gap

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
- Crisis Training Program
- DARE classes for all grades with intense focus at Grade 5
- Suicide Prevention Program
- Social Skills Program for all grade levels
- Character Words of the Week
- Bullying Prevention Program

Nutrition Programs

Read-Pattillo offers a variety of nutrition programs including:
- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes in conjunction with Physical Education
- President's Fitness Testing

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

Read-Pattillo offers students career awareness opportunities through guest speakers from business and industry.

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, Teacher on Assignment, Guidance/Problem Solving Chair, School Psychologist, Academic Coach, TOA/IST, Social Worker

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/school. 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.

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 guide instruction and interventions. 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 needs. 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 Team (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 Support is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

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

Principal, Teacher on Assignment, Guidance/Problem Solving Chair, School Psychologist, Academic Coach, TOA/IST, Social Worker

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

The school-based LLT 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 LLT 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?

Review the academic data and allocate resources as available to support academic achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/17/2012)

*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 1%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
24% (50)	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	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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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 using formative data	Reading, Math, Science assessment data, FAIR data, FCAT results, Interim Assesments
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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
4	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
	Adequate time for teachers to review data, plan differentiated instruction, and deliver	Teams with the support of the Academic Coach will meet at least monthly in Professional Learning	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative and summative assessment data	Reading, Math and Science assessment data, FAIR data, FCAT

5	the instruction within the school day	Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	results, Interim Assessments
6	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
7	Students with large gaps in Reading, Math and Science achievement	Intervention blocks will be used for small group/individual instruction in Reading Waterford in K-2 in Reading, Math and Science	Teachers	FAIR assessments will be analyzed three times each year District Interim Assessments will be monitored to note student improvements	FAIR data District Interim Assessments Waterford Reports
8	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
9	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Reading; Ruby Payne video tapes/books are available	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessment and teacher observation by Principal	District Assessments and FCAT results
10	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers TOA/IST	Calendar agenda from Standards Based Planning and faculty trainings	Student outcomes
11	Lack of student's prior knowledge	Thinking Maps	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
12	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT Results
13	Lack of student participation in Reading beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Reading – specific to the higher level learner; Monitor Reading logs	Administrator Academic Coach Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
14	Students do not have strong support in Reading outside the instructional day	Ensure that all students have access to leveled Reading materials; Monitor Reading logs; Provide Intervention groups and tutoring; Reading Counts	Academic Coach Classroom Teachers Media Specialist	Increased student achievement and implementation of strategies in the delivery of instruction	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:	N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
0%(0)		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	Current students eligible for FAA are currently reading on the readiness Reading level	Supplement the core curriculum with individualized assignments	Classroom Teacher	Ongoing Progress Monitoring Tools	FAIR data EIR data Formative Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 2%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:		
34% (71)		36%		
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
	Teachers who do not	Train teachers to use	Administrator	Ongoing monitoring	FAIR data, FCAT

3	teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Academic Coach Teachers TOA/IST	through VSET observations Teacher records of reflections on literacy strategy use	results
4	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
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 Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
6	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
7	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	FCAT 2.0 District Assessments
8	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Reading; Ruby Payne video tapes/books are available	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessment and teacher observation by Principal	District Assessments and FCAT results
9	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers TOA/IST	Calendar agenda from Standards Based Planning and faculty trainings	Student outcomes
10	Lack of student's prior knowledge	Thinking Maps	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery	District Assessments and FCAT results
11	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery	District Assessments and FCAT Results
12	Lack of student participation in Reading beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Reading – specific to the higher level learner; Monitor reading logs	Administrator Academic Coach Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
13	Students do not have strong support in Reading outside the instructional day	Ensure that all students have access to leveled Reading materials; Monitor Reading logs; Provide Intervention	Academic Coach Classroom Teachers Media Specialist	Increased student achievement and implementation of strategies in the delivery of instruction	Increased student achievement and implementation of strategies in the delivery of

					instruction
		groups and tutoring; Reading Counts			

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:	Fifty percent (50%) of the students will score at or above Achievement Level 7 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	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	Current students eligible for FAA are currently reading on the readiness Reading level	Supplement the core curriculum with individualized assignments	Classroom/ESE Teacher	Ongoing Progress Monitoring Tools	FAIR data EIR data Formative Assessments

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making learning gains in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (80)	65%

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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple	Identified students through FAIR and District Interim tests will receive additional instruction using scientifically	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of reading formative and summative assessment data	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim

#	Barrier	Strategy	Person Responsible	Process Used to Determine Effectiveness	Evaluation Tool
2	barriers are moderate to high risk	research based instructional strategies		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Assessments
3	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams with the support of the Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
5	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
6	Students with large gaps in Reading achievement	Intervention blocks will be used for small group/individual instruction in Reading	Teachers	FAIR assessments will be analyzed three times each year. District Interim Assessments will be monitored to note student improvements	FAIR assessments District Interim Assessments
7	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
8	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 Literracy Standards	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring through VSET/classroom observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
9	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Reading Ruby Payne video tapes/books are available	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessment and teacher observation by Principal	District Assessments and FCAT results
10	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers TOA/IST	Calendar agenda from Standards Based Planning and faculty trainings	Student outcomes
11	Lack of student's prior knowledge	Thinking Maps	Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
	Families are not aware of	Host Parent;Nights in	Classroom	Increased student	District

12	instructional standards for students	Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Teachers	achievement and implementation of strategies in the delivery of instruction	Assessments and FCAT Results
13	Lack of student participation in Reading beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Reading – specific to the lower level learner; Monitor Reading logs	Administrator Academic Coach Classroom Teachers TOA/IST	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
14	Students do not have strong support in Reading outside the instructional day	Ensure that all students have access to leveled Reading materials; Monitor Reading logs; Provide Intervention groups and tutoring; Reading Counts	Academic Coach Classroom Teachers Media Specialist	Increased student achievement and implementation of strategies in the delivery of instruction	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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	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:	The percentage of students in the lowest 25% will make at least a 1% learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (20)	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	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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
4	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
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 Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
6	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
7	Students with large gaps in Reading and Math achievement	Intervention blocks will be used for small group/individual instruction in Reading Waterford in K-2 in Reading, Math and Science	Teachers	FAIR assessments will be analyzed three times each year District Interim Assessments will be monitored to note student improvements	FAIR assessments District Interim Assessments Waterford Reports
8	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
	Challenges of working	Ensure that all teachers	Administrator	Ongoing monitoring of	District

9	with students who come from low SES backgrounds	have access to professional development related to effective instructional strategies in Reading	Academic Coach Teachers TOA/IST	formative assessment and teacher observation by Principal	Assessments and FCAT results
10	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers TOA/IST	Calendar agenda from Standards Based Planning and faculty trainings	Student outcomes
11	Lack of student's prior knowledge	Thinking Maps; Vocabulary A-Z	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
12	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT Results
13	Lack of student participation in Reading beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Reading – specific to the lower level learner; Monitor Reading logs	Administrator Academic Coach Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
14	Students do not have strong support in Reading outside the instructional day	Ensure that all students have access to leveled reading materials; Monitor Reading logs of low performing students; Provide Intervention groups and tutoring; Reading Counts	Academic Coach Classroom Teachers Media Specialist	Increased student achievement and implementation of strategies in the delivery of instruction	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%.	Reading Goal # 5A : In 2012-2013, we will reduce the achievement gap through Safe Harbor(64% proficient).

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	68%	72%	75%	78%	

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 through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White-65% Proficient Black-23% Proficient Hispanic-N/A Asian-N/A American Indian-N/A	White-69% (Safe Harbor) Black-31% (Safe Harbor) Hispanic-N/A Asian-N/A American Indian-N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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 using formative data	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data FCAT results
4	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
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 Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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 using formative data	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
6	More rigorous instruction is needed, with more opportunites for higher-level thinking skills	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
7	Students with large gaps in Reading and Math achievement	Intervention blocks will be used for small group/individual instruction in Reading and/or Math Waterford in K-2 in Reading, Math, and Science	Teachers	FAIR assessments will be analyzed three times each year District Interim Assessments will be monitored to note students improvements	FAIR data District Interim Assessments Waterford Reports
8	Teachers using data from available resources and progress monitoring assessments to target	Provide school based training on Pinnacle Gradebook and Insight reports	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT

	instruction in classroom				results, Interim Assessments
9	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
10	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Reading; Ruby Payne video tapes/books are available	Administrator Academic Coach	Ongoing monitoring of formative assessment and teacher observations by Principal	District Assessments and FCAT results
11	Lack of student's prior knowledge	Thinking Maps	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
12	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach	Calendar agenda from Standards Based Planning and faculty trainings	District Assessments and FCAT results
13	Lack of student participation in Reading beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Reading - specific to the lower level learner; Monitor Reading logs	Administrator Academic Coach Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
14	Students do not have strong support in Reading outside the instructional day	Ensure that all students have access to leveled Reading materials; Monitor Reading logs; Provide Intervention groups and tutoring; Reading Counts	Administrator Academic Coach Media Specialist	Increased student achievement and implementation of strategies in the delivery of instruction	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

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: 21% proficient	SWD: 26% proficient (AMO target)

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 have access to professional development related to effective instructional strategies in Reading; Ruby Payne video tapes/books are available	Administrator Academic Coach	Ongoing monitoring of formative assessment and teacher observation by Principal	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach	Calendar agenda from Standards Based Planning and faculty trainings	Student outcomes
3	Lack of student's prior knowledge	Thinking Maps	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
4	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
5	Lack of student participation in Reading beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Reading specific to the SWD learner	Administrator Academic Coach Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
6	Students do not have strong support in Reading outside the instructional day	Ensure that all students have access to leveled reading materials; Provide Intervention groups and tutoring; Reading Counts	Academic Coach Classroom Teacher Media Specialist	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
7	Students with Disabilities are working below grade level	Implement Early Interventions in Reading (EIR) Program for identified students	Classroom and ESE Teachers ESE District Staff	Individual student data traced by teacher and assistance monitoring by ESE district staff	Individual Student Progress Records

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced through Safe Harbor.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	ED: 50% proficient		ED: 55% proficient (Safe Harbor)		

		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 have access to professional development related to effective instructional strategies in Reading; Ruby Payne video tapes/books are available	Administrator Academic Coach	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach	Calendar agenda from Standards Based Planning and faculty trainings	Student outcomes
3	Lack of student's prior knowledge	Thinking Maps; Vocabulary A-Z	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
4	Families are not aware of instructional standards for students	Host Parent Nights in Grades 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
5	Lack of student participation in Reading beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Reading – specific to the learner; Monitor reading logs	Administrator Academic Coach Classroom Teacher	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
6	Students do not have strong support in Reading outside the instructional day	Ensure that all students have access to leveled Reading materials; Provide Intervention groups and tutoring; Reading Counts	Academic Coach Classroom Teacher Media Specialist	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
7	Some students from low SES are working below grade level	Ensure that all teachers have access to professional development related to effective instructional strategies in Reading for economically disadvantaged students	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pinnacle Gradebook	K-5 All subjects	Administrator Academic Coach Pinnacle Gradebook Managers District Staff	School-wide	Faculty Meetings Standards Based Planning August-June	Conferences PLC Groups School-wide Trainings	Administrator Academic Coach Pinnacle Gradebook Managers District Staff
Classroom Visits	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	August-June	Conferences Standards Based Planning	Administrator Academic Coach TOA/IST/PAR
Danielson Frameworks Domains relating to effective instruction	K-5 All subjects	Administrator Academic Coach VSET Team TOA/IST	School-wide	Early Release Days Standards Based Planning August-June	Conferences Grade Level Meetings Standards Based Planning PLC Groups	Administrator Academic Coach TOA/IST/PAR Individual Teachers
Common Core State Standards	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Early Release Days Standards Based Planning Faculty Meetings August-June	Grade Level Meetings Standards Based Planning PLC Groups	Administrator Academic Coach TOA/IST/PAR Individual Teachers
Academic Coaching	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Standards Based Planning August-June	Grade Level Meetings Standards Based Planning PLC Groups	Administrator Academic Coach TOA/IST/PAR
Marzano's Taxonomy- Useful Verbs	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Faculty Meetings Standards Based Planning August-June	Standards Based Planning	Administrator Academic Coach TOA/IST/PAR Individual Teachers
Deliberate Practice (High Impact Anchor Literacy Standards Focus) *Close Reading *Text-Dependent Questions	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Faculty Meetings Early Release Days Standards Based Planning August-June	Standards Based Planning	Administrator Academic Coach TOA/IST/PAR

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention Groups for students not meeting Grade 4 benchmarks and ESE Intermediate Separate Class	Funding for temporary employees to support classrooms during instructional intervention	Title 1	$5,000.00
Tutoring for students working significantly below grade level in Grades 3-5	Funding for temporary employees to support classrooms during instructional intervention	Title 1	$5,000.00
			Subtotal: $10,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Emphasis on vocabulary development in core curriculum	Subscriptions for Vocabulary A to Z Web Access	Title 1	$0.00
Reading A to Z	Subscriptions for Reading A to Z for Web Access	Title 1	$179.90
			Subtotal: $179.90
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

N/A	N/A	N/A	$0.00
Florida Education Technology Conference	Conference Registration, Travel and Subs	Title 1	$400.00
			Subtotal: $400.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $10,579.90

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:

25% (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	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:

25% (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	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.	Fifty percent of the students will score proficient in writing.
	CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

50% (2)

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	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Classroom Teachers	Ongoing monitoring of formative assessments	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

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 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (58)	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	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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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 using formative data	Reading, Math, Science assessment data, FAIR data, FCAT results, Interim Assesments
3	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams with the support of the Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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, Math and Science assessment data, FAIR data, FCAT results, Interim Assessments
5	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	Administrator Academic Coach Teachers TOA/IST	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching	Walk-throughs TOA/IST visits

				provided to those with a low percentage of higher-level questions	
6	Students with large gaps in Reading, Math and Science achievement	Intervention blocks will be used for small group/individual instruction in Reading Waterford in K-2 in Reading, Math and Science	Teachers	FAIR assessments will be analyzed three times each year District Interim Assessments will be monitored to note student improvements	FAIR data District Interim Assessments Waterford Reports
7	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
8	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Mathematics; Ruby Payne video tapes/books are available	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessment and teacher observation by Principal	District Assessments and FCAT results
9	Lack of student participation in Mathematics beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Mathematics – specific to the higher level learner	Administrator Academic Coach Classroom Teachers TOA/IST	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
10	Students do not have strong support in Mathematics outside the instructional day	Ensure that all students have access to leveled Mathematics materials; Provide Intervention groups and Tutoring	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
11	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers TOA/IST	Calendar agenda from Standards Based Planning and faculty trainings	District Assessments and FCAT results
12	Lack of student's prior knowledge	Thinking Maps; Thinking Math	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
13	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT Results
14	Non spiraling curriculum presents challenges for new students from out of state	Review: DA results; Interim Tests; Pre/Post Test data; Provide Intervention groups	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments
15	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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrator	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
	Not all Math teachers are familiar with incorporating	Provide professional development on literacy	Administrator Academic Coach	Ongoing monitoring of formative assessments,	VSET Evaluation

| 16 | literacy strategies | strategies appropriate for Math teachers | Teachers TOA/IST | summative district assessments, and teacher observations by administrator | 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:

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:
0% (0)	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	Current students eligible for FAA are currently reading on the readiness Reading level	Supplement the core curriculum with individualized assignments	Classroom Teacher	Ongoing Progress Monitoring Tools	FAIR data EIR data Formative Assessments

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

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 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (64)	32%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
	Large number of students low SES, ELL, other ethnic minority, and students with disabilities	Identified students through FAIR and District Interim tests will receive additional instruction	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of reading formative and summative assessment data	Reading, Math, and Science assessment data, FAIR data, FCAT

#	Barrier	Strategy	Person Responsible	Monitoring	Evaluation Tool
2	impacted by multiple barriers are moderate to high risk	using scientifically research based instructional strategies		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	results, Interim Assessments
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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results
4	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
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 Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
6	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
7	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	FCAT 2.0 District Assessments
8	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Mathematics; Ruby Payne video tapes/books are available	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
9	Lack of student participation in Mathematics beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Mathematics – specific to the higher level learner	Administrator Academic Coach Classroom Teachers TOA/IST	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
10	Students do not have strong support in Mathematics outside the instructional day	Ensure that all students have access to leveled Mathematics materials; Provide Intervention groups and Tutoring	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
11	Non spiraling curriculum presents challenges for new students from out of state	Review: DA results; Interim Tests; Pre/Post Test data; Provide Intervention groups	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments
	Time for teacher collaboration as a follow	Provide for uninterrupted teacher collaboration	Administrator Academic Coach	Calendar agenda from Standards Based Planning	District Assessments and

12	up to professional development	during planning times and faculty meeting dates as needed	Teachers TOA/IST	and faculty trainings	FCAT results
13	Lack of student's prior knowledge	Thinking Maps; Thinking Math	Classroom Teachers	Walk Throughs TOA/IST visits	District Assessments and FCAT results
14	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT Results
15	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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrator	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
16	Not all Math teachers are familiar with incorporating literacy strategies	Provide professional development on literacy strategies appropriate for Math teachers	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrator	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:	Fifty percent (50%) of the students will score at or above Achievement Level 7 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	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	Current students eligible for FAA are currently reading on the readiness Reading level	Supplement the core curriculum with individualized assignments	Classroom/ESE Teacher	Ongoing Progress Monitoring Tools	FAIR data EIR data Formative Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

71% (95)		72%		

		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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
3	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams with the support of the Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
5	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
6	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
7	Lack of student's prior knowledge	Thinking Maps; Thinking Math	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
	Challenges of working with students who come from low	Ensure that all teachers have access to professional development related to	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessment and teacher observations	District Assessments and FCAT results

8	SES backgrounds	effective instructional strategies in Mathematics; Ruby Payne video tapes/books are available		by Principal	
9	Lack of student participation in mathematics beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in mathematics – specific to the lower level learner	Administrator Academic Coach Classroom Teachers TOA/IST	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
10	Families are not aware of instructional standards for students	Host Parent Nights in Grades 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT Results
11	Students do not have strong support in Mathematics outside the instructional day	Ensure that all students have access to leveled Mathematics materials; Provide Intervention groups and Tutoring	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
12	Non spiraling curriculum presents challenges for new students from out of state	Review: DA results; Interim Tests; Pre/Post Test data; Provide Intervention groups	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments
13	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers	Calendar agenda from Standards Based Planning and faculty trainings	District Assessments and FCAT results
14	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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrator	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
15	Not all Math teachers are familiar with incorporating literacy strategies	Provide professional development on literacy strategies appropriate for Math teachers	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrator	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:

				100% (1)	N/A

<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>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>2</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</td><td>N/A</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:	Students in the lowest 25% making learning gains will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(22)	68%

<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>Opportunities to train new teachers, funding for follow up coaching</td><td>Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching</td><td>Administrator Academic Coach Teachers TOA/IST</td><td>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</td><td>Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments</td></tr>
<tr><td>2</td><td>Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk</td><td>Identified students through FAIR and District Interim tests will receive additional instruction using scientifically research based instructional strategies</td><td>Administrator Academic Coach Teachers TOA/IST</td><td>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</td><td>Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments</td></tr>
<tr><td>3</td><td>Funding for materials Time Volunteers</td><td>Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies</td><td>School Volunteer Coordinator</td><td>Teacher observation Student work</td><td>District Assessments FCAT results</td></tr>
<tr><td></td><td>Adequate time for teachers to review data, plan differentiated</td><td>Teams with the support of the Academic Coach will meet at least monthly</td><td>Administrator Academic Coach Teachers</td><td>Ongoing monitoring of formative and summative assessment data</td><td>Reading, Math, and Science assessment data,</td></tr>
</table>

4	instruction, and deliver the instruction within the school day	in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	TOA/IST	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	FAIR data, FCAT results, Interim Assessments
5	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
6	Students with large gaps in Reading and Math achievement	Intervention blocks will be used for small group/individual instruction in Reading\n\nWaterford in K-2 in Reading, Math and Science	Teachers	FAIR assessments will be analyzed three times each year\n\nDistrict Interim Assessments will be monitored to note student improvements	FAIR assessments\n\nDistrict Interim Assessments\n\nWaterford Reports
7	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
8	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in\n\nMathematics; Ruby Payne video tapes/books are available	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessment and teacher observations by Principal	District Assessments and FCAT results
9	Lack of student participation in Mathematics beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in\n\nMathematics – specific to the lower level learner	Administrator Academic Coach Classroom Teachers TOA/IST	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
10	Students do not have strong support in Mathematics outside the instructional day	Ensure that all students have access to leveled Mathematics materials; Provide Intervention groups and Tutoring	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
11	Non spiraling curriculum presents challenges for new students from out of state	Review: DA results; Interim Tests; Pre/Post Test data; Provide Intervention groups	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments
12	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers TOA/IST	Calendar agenda from Standards Based Planning and faculty trainings	District Assessments and FCAT results
13	Lack of student's prior knowledge	Thinking Maps; Thinking Math	Classroom Teachers	Increased student achievement and implementation of	District Assessments and FCAT results

				strategies in the delivery of instruction	
14	Families are not aware of instructional standards for students	Host Parent Nights in Grades 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT Results
15	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 | Administrator Academic Coach Teachers TOA/IST | Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrator | VSET Evaluation

FSA, SSA, District Interims

FCAT 2.0 |
| 16 | Not all Math teachers are familiar with incorporating literacy strategies | Provide professional development on literacy strategies appropriate for Math teachers | Administrator Academic Coach Teachers TOA/IST | Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrator | 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 #

In 2012-2013, we will reduce the achievement gap through Safe Harbor(64% proficient).

5A : |
|---|---|

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	65%	69%	72%	76%	

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: 65% proficient
Black: 35% proficient
Hispanic: N/A
Asian: N/A
American Indian: N/A | White: 68% proficient (AMO target)
Black: 42% proficient (Safe Harbor)
Hispanic: N/A
Asian: N/A
American Indian: N/A |

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative and summative assessment data

VSET observations and conferences | Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments |

1				Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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 using formative data	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data FCAT results
4	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
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 Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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 using formative data	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
6	More rigorous instruction is needed, with more opportunites for higher-level thinking skills	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
7	Students with large gaps in Reading and Math achievement	Intervention blocks will be used for small group/individual instruction in Reading and/or Math Waterford in K-2 in Reading, Math, and Science	Teachers	FAIR assessments will be analyzed three times each year District Interim Assessments will be monitored to note students improvements	FAIR data District Interim Assessments Waterford Reports
8	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
9	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
	Challenges of working with students who come from	Ensure that all teachers have access to professional development	Administrator Academic Coach	Ongoing monitoring of formative assessment and	District Assessments and FCAT results

10	low SES backgrounds	related to effective instructional strategies in Mathematics; Ruby Payne video tapes/books are available		teacher observations by Principal	
11	Lack of student's prior knowledge	Thinking Maps; Thinking Math	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
12	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach	Calendar agenda from Standards Based Planning and faculty trainings	District Assessments and FCAT results
13	Students do not have strong support in Mathematics outside the instructional day	Ensure that all students have access to leveled Mathematics materials; Intervention groups and Tutoring	Classroom Teachers	Increased student achievment and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
14	Non spiraling curriculum presents challenges for students from out of state	Review: Formative Assessment results; Interim Tests; Pre/Post Test data; Provide Intervention groups	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments
15	Lack of student participation in Mathematics beyond the instructional day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Mathematics specific to the targeted population	Administrator Academic Coach Classroom Teacher	Increased student achievemnt and implementation of strategies in the delivery of instruction	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 through Safe Harbor.

2012 Current Level of Performance:	2013 Expected Level of Performance:
35% proficient	42% proficient (Safe Harbor)

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 have access to professional development related to effective instructional strategies in Mathematics; Ruby Payne video tapes/books are available	Administrator Academic Coach	Ongoing monitoring of formative assessment and teacher observations by Principal	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach	Calendar agenda from Standards Based Planning and faculty trainings	District Assessments and FCAT results
3	Students with Disabilities are working below grade level	Ensure that all teaches have access to professional development related to effective insturctional stragegies in Mathematics for SWD's	Administrator ESE Program Specialist ESE Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments and FCAT results
4	Lack of student participation in Mathemathics beyond the school day	Ensure that all teachers have acccess to receive professional development related to effective instructional strategies in Mathematics-specific to the SWD learner	Administrator Academic Coach Classroom Teacher	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
5	Lack of student's prior knowledge	Thinking Maps; Thinking Math	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
6	Students do not have strong support in Mathematics outside the instructional day	Ensure that all students have access to leveled Mathematics materials; Provide Intervention groups and Tutoring	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
7	Non spiraling curriculum presents challenges for new students from out of state	Review: Formative Assessment results; Interim Tests; Pre/Post Test data; Provide Intervention groups	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments
8	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	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 mathematics.

Mathematics Goal #5E: | In 2012-2013, the achievement gap for ED students will be reduced through Safe Harbor. |
|---|---|---|
| | 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | 51% proficient | 56% proficient (Safe Harbor) |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and

faculty meeting dates as needed | Administrator Academic Coach | Calendar agenda from Standards Based Planning and faculty training | District Assessments and FCAT results |
2	Non spiraling curriculum presents challenges for new students from out of state	Reveiw: Formative Assessment results; Interim Tests; Pre/Post Test data; Provide Intervention groups	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments
3	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Mathematics; Ruby Payne video tapes/books are available	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by Principal	District Assessments and FCAT results
4	Lack of student's prior knowledge	Thinking Maps; Thinking Math	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
5	Families are not aware of instructional standards for students	Host Parent Nights for grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
6	Lack of student participation in Mathematics beyond the school day	Ensure that all teachers have access to receive professional development related to effective instructional strategies in Mathematics-specific to the economically disadvantaged learner	Administrator Academic Coach Classroom Teacher	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
7	Students do not have strong support in Mathematics outside the instructional day	Ensure that all students have access to leveled Mathematics materials; Provide Intervention groups and Tutoring	Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results

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
Pinnacle Gradebook	K-5 All subjects	Administrator Academic Coach Pinnacle Gradebook Managers District Staff	School-wide	Faculty Meetings Standards Based Planning August-June	Conferences PLC Groups School-wide Trainings	Administrator Academic Coach Pinnacle Gradebook Managers District Staff
Classroom Visits	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	August-June	Conferences	Administrator Academic Coach TOA/IST/PAR
Common Core State Standards	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Early Release Days Standards Based Planning Faculty Meetings August-June	Grade Level Meetings Standards Based Planning PLC Groups	Administrator Academic Coach TOA/IST/PAR
Danielson Frameworks Domains relating to effective instruction	K-5 All subjects	Administrator Academic Coach VSET Team TOA/IST	School-wide	Early Release Days Standards Based Planning August-June	Conferences Grade Level Meetings Standards Based Planning PLC Groups	Administrator Academic Coach TOA/IST/PAR Individual Teachers
Academic Coaching	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	August-June	Conferences Standards Based Planning	Administrator Academic Coach TOA/IST/PAR
Ten Frames	K-2 Math	Administrator Academic Coach TOA/IST	K-2 Math Teachers	October-November	Grade Level Meetings Standards Based Planning	Administrator Academic Coach TOA/IST
8 Mathematical Practices	K-5 Math	Administrator Academic Coach TOA/IST	School-wide	October-June	Standards Based Planning	Administrator Academic Coach TOA/IST/PAR
Marzano's Taxonomy-Useful Verbs	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Faculty Meetings Standards Based Planning August-June	Standards Based Planning	Administrator Academic Coach TOA/IST/PAR Individual Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention Groups for students not meeting Grade 4 benchmarks and ESE Intermediate Separate Class	Funding for temporary employees to support classrooms during instructional intervention	Title I	$5,000.00
Tutoring for students working significantly below grade level in Grades 3-5	Funding for temporary employees to support classrooms during instructional intervention	Title I	$5,000.00
			Subtotal: $10,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
TheMathWorksheet.com	Subscription for Web Access	Title 1	$300.00
			Subtotal: $300.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Ten Frames	Funding for subs for (2).5 days for K/1	Title 1	$800.00
			Subtotal: $800.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $11,100.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency (Level 3) will be 36% or higher based upon the historical data trend for this grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36% (28)	36%

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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 using formative data	Reading, Math, Science assessment data, FAIR data, FCAT results, Interim Assesments
3	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams with the support of the Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level	Reading, Math and Science assessment data, FAIR data, FCAT results, Interim Assessments

	to plan effective differentiated instruction and enrichment			teams to foster growth among all students	
5	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
6	Students with large gaps in Reading, Math and Science achievement	Intervention blocks will be used for small group/individual instruction in Reading Waterford in K-2 in Reading, Math and Science	Teachers	FAIR assessments will be analyzed three times each year District Interim Assessments will be monitored to note student improvements	FAIR data District Interim Assessments Waterford Reports
7	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	Reading, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
8	Challenge of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Science; Ruby Payne Vidoe tapes/books are available	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessments and teacher observation	District Assessments and FCAT results
9	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers TOA/IST	Calendar agenda from Standards Based Planning and faculty trainings; Grade level meetings; PLC groups	District Assessments and FCAT results
10	Lack of student's prior knowledge	Thinking Maps; Technology related to Science texts; Science Lab-Exploration Alley in Grade 5; Science Interactive Notebooks	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments and FCAT results
11	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communications; FCAT Night in Grade 3	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments and FCAT results
12	Non spiraling curriculum presents challenges for new students from out of state	Review: Formative Assessment results; Interim Tests; Pre/Post Test data	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments

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

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

100% (1)		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	Current students eligible for FAA are currently reading on the readiness Reading level	Supplement the core curriculum with individualized assignments	Classroom Teacher	Ongoing Progress Monitoring Tools	FAIR data EIR data Formative Assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency will be 20% or higher based upon the historical data trend for this grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (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	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	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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 District Interim tests will receive additional instruction using scientifically research based instructional strategies	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
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	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

#					
4	Funding for materials Time Volunteers	Request assistance with volunteers through the school volunteer coordinator to assemble materials and supplies	School Volunteer Coordinator	Teacher observation Student work	District Assessments FCAT results
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 Academic Coach will meet at least monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administrator Academic Coach Teachers TOA/IST	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, Math, and Science assessment data, FAIR data, FCAT results, Interim Assessments
6	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	Administrator Academic Coach Teachers TOA/IST	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 TOA/IST visits
7	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	Administrator Academic Coach Teachers TOA/IST	Monitor District Interim Assessments	FCAT 2.0 District Assessments
8	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in Science; Ruby Payne video tapes/books are available	Administrator Academic Coach Teachers TOA/IST	Ongoing monitoring of formative assessment and teacher observation	District Assessments and FCAT results
9	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administrator Academic Coach Teachers TOA/IST	Calendar agendas from Standards Based Planning and faculty trainings	District Assessments and FCAT results
10	Lack of student's prior knowledge	Thinking Maps; Technology related to Science texts; Science Lab- Exploration Alley in Grade 5; Science Interactive Notebooks	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments and FCAT results
11	Families are not aware of instructional standards for students	Host Parent Nights in Grade 5 and K in addition to Open House in September; Parent Communication; FCAT Night in Grade 3	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments and FCAT results
12	Non spiraling curriculum presents challenges for new students from out of state	Review: Formative Assessment results; Interim Tests; Pre/Post Test Data	Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation	District Assessments Classroom Formative and Summative Assessments

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

	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:
	0% (0)	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
Danielson Frameworks Domains relating to effective instruction	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Early release days Standards Based Planning	Grade Level Meetings Standards Based Planning PLC Groups Conferences	Administrator Academic Coach TOS/IST Individual Teachers
Pinnacle Gradebook	K-5 All subjects	Administrator Academic Coach Pinnacle Gradebook Managers District Staff	School-wide	Faculty Meetings Standards Based Planning August-June	Conferences PLC Groups School-wide Trainings	Administrator Academic Coach Pinnacle Gradebook Managers District Staff
Academic Coaching	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Standards Based Planning August-June	Standards Based Planning	Administrator Academic Coach TOA/IST/PAR
Marzano's Taxonomy-Useful Verbs	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Faculty Meetings Standards Based Planning August-June	Standards Based Planning	Administrator Academic Coach TOA/IST/PAR Individual Teachers

Science Budget:

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

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

Professional Development

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

Other

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

End of 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:	Student scoring at Achievement Level 3.0 or higher will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (42)	72%

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 scoring rubric and standards	Ensure instructional strategies are aligned with scoring criteria	Classroom Teachers	Formative writing samples	District Assessments and FCAT data
2	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 Implement CCSS Anchor Literacy Standards schol-wide	Academic Coach Classroom Teachers TOA/IST	Monitor growth of Volusia Writes Scores	Volusia Writes Data FCAT Writing Scores

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

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:

	100% (1)		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
Pinnacle Gradebook	K-5 All subjects	Administrator Academic Coach Pinnacle Gradebook Managers District Staff	School-wide	Faculty Meetings Standards Based Planning August-June	Conferences PLC Groups School-wide Trainings	Administrator Academic Coach Pinnacle Gradebook Managers District Staff
Marzano's Taxonomy-Useful Verbs	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Faculty Meetings Standards Based Planning August-June	Standards Based Planning	Administrator Academic Coach TOA/IST/PAR Individual Teachers
Common Core State Standards	K-5 All subjects	Administrator Academic Coach TOA/IST	School-wide	Early Release Days Standards Based Planning August-June	School-wide Trainings Standards Based Planning	Administrator Academic Coach TOA/IST/PAR
Kathy Robinson Writing Program	Grades 3-4 Writing	Jan Piazza	3rd and 4th Grade Writing Teachers ESE Intermediate Teacher	Standards Based Planning October-June	Standards Based Planning	Administrator Academic Coach TOA/IST Grade 3-4 Classroom/ESE Teachers

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Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Kathy Robinson Writing Program for Common Core	Writing Program using Promethean Boards to support Common Core Writing	Title I	$350.00
			Subtotal: $350.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00

			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $350.00

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:	To decrease the number of excessive absences and tardies by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
143 students	136 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
175 students	166 students

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	Elementary Students have no control over excessive attendance absences and tardies	Automated Attendance Messages; Social Work Contacts; Interim Report and Report Card data; Attendance Contracts	Classsroom Teacher; PST Chair; Social Worker; Administration	Attendance Contracts will result in a decrease in percentage of students who are late or absent	Data 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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Attendance Budget:

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

End of 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%.
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
126	113
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
67	60
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
59	53

	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
	40	36

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Violations of Code Of Conduct cannot be predicted	In the Zone activities every 4.5 weeks and end of each semester	Classroom Teacher Teacher on Assignment (TOA) Guidance	Monitor Data reports on suspensions by Leadership Team	Data Reports
2	As school based personnel change, levels of understanding of correct coding varies	Review coding criteria for offenses with new staff	Administrator Teacher on Assignment Office Specialist	TOA will monitor data every nine weeks	Data 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
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Suspension Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00

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

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

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 maintain our 5 Star School status by continuing consistent parent involvement at all school functions and parent/teacher conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
5 Star School	Maintain 5 Star School

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.	Administration	Climate Survey April 2013	5-Star status for 2012-13 school year
2	Families are not aware of the rigor and content of Common Core	Reading Common Core Parent Night for K-2	Administration Cindy Crandall Teachers	Attendance Sheets	Survey from Participants
3	Refer to Parent Involvement Plan (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
Common Core Standards	K-5 All subjects	Administrator	school-wide	September-October 2012	PTA and SAC meetings	Administrator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent K-2 Common Core Nights	Payment for Presenters Materials for presentation and participants	Title 1	$700.00
			Subtotal: $700.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	$0.00
			Subtotal: $0.00
			Grand Total: $700.00

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:	All students will have exposure to the scientific process in creating a Science project.

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	All students do not have support in developing Science projects outside of school	Classes in Grades K-4 will complete one classroom Science project Students in Grade 5 will complete a group Science project with supportive materials and instruction during class time	Classroom Teachers	School-wide Science Fair Displays	Fifth grade teachers scoring of Grade 5 projects on the fifth grade Science Fair rubic

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

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intervention Groups for students not meeting Grade 4 benchmarks and ESE Intermediate Separate Class	Funding for temporary employees to support classrooms during instructional intervention	Title 1	$5,000.00
Reading	Tutoring for students working significantly below grade level in Grades 3-5	Funding for temporary employees to support classrooms during instructional intervention	Title 1	$5,000.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Intervention Groups for students not meeting Grade 4 benchmarks and ESE Intermediate Separate Class	Funding for temporary employees to support classrooms during instructional intervention	Title I	$5,000.00
Mathematics	Tutoring for students working significantly below grade level in Grades 3-5	Funding for temporary employees to support classrooms during instructional intervention	Title I	$5,000.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	Parent K-2 Common Core Nights	Payment for Presenters Materials for presention and participants	Title 1	$700.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $20,700.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Emphasis on vocabulary development in core curriculum	Subscriptions for Vocabulary A to Z Web Access	Title 1	$0.00
Reading	Reading A to Z	Subscriptions for Reading A to Z for Web Access	Title 1	$179.90
CELLA	N/A	N/A	N/A	$0.00
Mathematics	TheMathWorksheet.com	Subscription for Web Access	Title 1	$300.00
Science	N/A	N/A	N/A	$0.00
Writing	Kathy Robinson Writing Program for Common Core	Writing Program using Promethean Boards to support Common Core Writing	Title I	$350.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $829.90

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
Reading	Florida Education Technology Conference	Conference Registration, Travel and Subs	Title 1	$400.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	Ten Frames	Funding for subs for (2).5 days for K/1	Title 1	$800.00
Science	N/A	N/A	N/A	$0.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $1,200.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	$0.00
CELLA	N/A	N/A	N/A	$0.00
Mathematics	N/A	N/A	N/A	$0.00
Science	N/A	N/A	N/A	$0.00
Writing	N/A	N/A	N/A	$0.00
Attendance	N/A	N/A	N/A	$0.00
Suspension	N/A	N/A	N/A	$0.00
Parent Involvement	N/A	N/A	N/A	$0.00
STEM	N/A	N/A	N/A	$0.00
				Subtotal: $0.00
				Grand Total: $22,729.90

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/3/2012)

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
Carry over funds from 2011-12 will be used to support acacemic achievement.	$2,341.23

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

Eight scheduled meetings
Review data
Input on budget expenditures
Review the Family Compact
Review processes for business partnerships, volunteers and shared decision making
Collaborate on and approve A+ funds if applicable
Provide input and feedback on the development of SAC Plan and Parent Involvement Plan

Review and provide input into the Safety and Security Plan
Review Climate Survey data

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
READ-PATTILLO ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	79%	95%	82%	341	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	67%	58%			125	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?	66% (YES)	54% (YES)			120	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					586	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District
READ-PATTILLO ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	83%	92%	60%	317	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	64%	57%			121	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?	33% (NO)	67% (YES)			100	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					538	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested