

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SPIRIT ELEMENTARY SCHOOL

District Name: Volusia

Principal: Brandy Hogue

SAC Chair: Debra Patterson

Superintendent: Dr. Margaret A. Smith

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

Last Modified on: 10/17/2012

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

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325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Brandy Hogue	MS Educational Leadership, (all Levels) BS Elementary Education, (grades 1-6) Gifted, Endorsement School Principal (all Levels) 1	2	8	2011-2012, Spirit Elementary- A (Level 3: 27%R/29%M; Level 4+: 27%R/24%M; FAA Level 4,5,6: 33%R/33%M; FAA Higher: 22%R/22%M; Writing: 68%; FAA Writing N/A; Science 68% Gains: 61% R/73%M, Lowest 25%: 56%R/76%M, FAA Gains: 50%R/38%M.* 2010-2011, Spirit Elementary- A, AYP 77% (81%R, 75%M; 72%R, 64%M; 69%R, 68% M) * 2009-2010, River Springs – A School, AYP 87% (74%R, 67%M; 66%R, 70%M; 68%R, 71%M) * 2008-2009, River Springs – B School, AYP 72% (70%R, 63%M; 66%R, 65%M; 67%R, 61%M) * 2007-2008, Heritage-A school, AYP, 74% (68% R, 64%M; 61% R, 70% M; 57% R, 67% M)* 2006-2007, Heritage- A School, AYP, 87% (69%R, 64%M; 61%R, 67%M; 61%R, 65% M)*

					2005-2006, Heritage-A School, AYP, 85% (68%R, 64%M; 65%R, 69M; 70%R)* 2004-2005, Heritage-B School, AYP, 80% (62%R, 66%M; 56%R, 67%M; 64%R) *  *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Elsie Mendez	MS Educational Leadership BS Human Resources Management	1	1	N/A

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Debra Patterson	BS Elementary Education MS Reading Reading, (grades K-12) English of Speakers Of Other Languages (ESOL) Endorsement	7	12	2011-2012, Spirit Elementary- A (Level 3: 27%R/29%M; Level 4+: 27%R/24%M; FAA Level 4, 5, 6: 33%R/33%M; FAA Higher: 22%R/22%M; Writing; 68%; FAA Writing N/A; Science 68% Gains: 61% R/73%M, Lowest 25%: 56%R/76%M, FAA Gains: 50%R/38%M.* 2011- A School, AYP 77% (81%R/75%M; 72%R/64%M; 69%R/68M)* 2010- B School, AYP 87% (81%R/73%M; 60%R/61%M; 47%R/58M)* 2009- A School, AYP 97% (84%R/84%M; 70%R/69%M; 65%R/65%M)* 2008- A School, AYP 92% (80%R/79%M; 66%R/73%M; 58%R/75%M)* 2007-A School, AYP 97% (79%R/73%M; 73%R/63%M; 57%R/70%M)* 2006-A School, AYP 100% (82%R/77%M; 65%R/67%M; 64%R)* 2005-A School, AYP 93% (82%R/76%M; 69%R/63%M; 51%R)*  *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)  Prior to 2005: Based on the Miami-Dade County evaluation system currently in place, I have been rated meeting or exceeding the 12 competencies required for teachers.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Administration	June 2013	
2	2. Celebrations/Teacher Recognition	Administration, Teachers and Sunshine Committee	June 2013	
3	3. Leadership Opportunities	Administration and Leadership Teams	June 2013	
4	4. PLC Activities	Administration and Leadership Team	June 2013	
5	3. Professional Development	Administration, Leadership Team, District	June 2013	
6	6. Participation in District Job Fair and Recruitment Activities	Administration and District	June 2013	

7	7. Planned meeting for PLC, Faculty, Leadership Team, Grade Groups and District	Administration, Leadership Team and District	June 2013
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### Non-Highly Effective Instructors

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

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

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

### 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
57	0.0%(0)	10.5%(6)	61.4%(35)	28.1%(16)	40.4%(23)	100.0%(57)	5.3%(3)	7.0%(4)	61.4%(35)

### Teacher Mentoring Program/Plan

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

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

## 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 Spirit Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teacher to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental Tutoring before or after school

- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

#### Title I, Part C- Migrant

##### Title I, Part C- Migrant

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

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

#### Title X- Homeless

The school works closely with 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. Spirit Elementary utilizes these resources through the following:

- After School Tutoring in Math
- After School Tutoring in Reading
- Science Camp
- FCAT Camp 3rd Grade

#### Violence Prevention Programs

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

- Student Mentoring Program
- Behavior Leadership Team
- Crisis Training Program
- Suicide Prevention Program
- Anti-Bullying Programs
- Running Club
- Health Classes

#### Nutrition Programs

The Volusia County School Health Advisory council collaborates with VCS to ensure students and families are provided information to make healthy decisions both at school and at home regarding nutrition and physical activity. VCS offers a balanced school breakfast and lunch program with access to free and reduced pricing for students-in-need.

Spirit Elementary offers a variety of nutrition programs including:

- Wellness Policy School Plan
- Free and Reduced Meal Plan
- Girls On the Run
- Health Education during Physical Education class

#### Housing Programs

N/A

#### Head Start

##### Head Start

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

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

#### Adult Education

N/A

#### Career and Technical Education

N/A

#### Job Training

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

#### Other

N/A

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

#### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

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

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

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

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

The school 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. Additionally, the MTSS Leadership Team has implemented teams that specialize in key areas which has led to the creation of a Common Core Team, Technology Team and Data Trend Team. It is through these team that we can better implement State, District and School-wide initiatives.

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

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

#### MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The school-based Literacy Team will consist but not limited by the Administration, Grade Level Chairs, Intervention Teachers, Academic Coach, PST Chair and District Teachers on Assignment

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

Grade level Chairs: Facilitates grade level Professional Learning Communities (PLC) meetings once a week. These meetings are used to analyze data, share best practices and to discuss progress of individual students and problem solve.

The school administration or Leadership Team member will meet with each grade level at least once per month. Grade level performance data, data from Performance Matters, classroom walk-through data, professional development and best practices are shared at these meetings. Overall school achievement goals are tracked with Pinnacle Insight which will break down data by grade level, teachers, students, and more. Student growth and concerns will be brought to the LLT as part of the school-wide decision-making model and vertical communication model.

The Leadership Team reviews the implementation of the School Improvement Plan (SIP) with LLT Team on a monthly basis. If changes need to be made in the plan, recommendations are made to the LLT and the SAC Chair. These changes are processed through LLT and presented at SAC for input and approval.

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

Math Intervention for intermediate grades and the focus is to lower the number of students that receive a FCAT Math Level 1 and 2.  
Reading Intervention for primary grades and the focus is to lower the number of students that are not meeting grade level standards as measured by FAIR.  
Writing for all grade levels and to increase the number of students that receive a FCAT Writing Level 4 and above.  
District Initiatives(Grade Book, Standards Reference Grading, Strategies to Improve Student Achievement, V/SET, etc.)  
Support PLC Activities and Initiatives  
Continued technology training as well as to improve technology with both hardware and software.  
Increase the percentage of students scoring in High Standards for Reading, Math, Writing and Science.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/1/2012)

## \*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:
27% (89)	28%

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	Common Goal: District Assessments, CBM and FCAT Results
2	Opportunities to train teachers, funding for follow up coaching.	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Instructional Coaches Administrator Teachers	Ongoing monitoring of formative and summative assessment data.  VSET observations and conferences.  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Common Goal: Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	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, Interim, Mathematics Big Idea tests and CBM will receive additional intensive reading or mathematics instruction using scientifically research based reading strategies.	Academic Coach Intensive Reading or Mathematics Teacher Administrator Classroom Teachers	Ongoing monitoring of reading formative and summative assessment data.  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Common Goal: Reading assessment data, FAIR data, FCAT results
	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.  Reading Counts to encourage students to read a variety of books.  Application of Thinking	Academic Coach , Grade Level Chairs and Administrators	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments, Curriculum Based Measures (CBM), FAIR and FCAT results

4		Maps across all grade levels and content areas.  Differentiated Instruction will be implemented in each classroom through small groups to provide appropriate academic support.  Provide SES tutoring services.			
5	Funds for tutoring.	Apply for SAI dollars.	Academic Coach Administrators	Receiving the funds.	Teachers implementing effective strategies in their classroom.
6	Time and or the funds for teacher collaboration as a follow up to professional development.	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed.	Administration	Faculty survey	Student outcomes
7	Rigor required by Common Core Standards.	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards.	Administrative Staff  Academic Coach	Ongoing monitoring through VSET observations.	District Assessments, Curriculum Based Measures (CBM), FAIR and FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	34%

**Problem-Solving Process to Increase Student Achievement**

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 1% for in grades 3,4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (106)	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	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
2	Funds to purchase advanced reading materials.	Ensure that all teachers receive professional development related to effective instructional strategies in reading – specific to the higher level learner. Implementation of the strategies within the classroom will be monitored.  Reading Counts to encourage students to read a variety of books.  Application of Thinking Maps across all grade levels and content areas.  Plan targeted enrichment activities for students responding to core instruction using problem-solving process. Enrichment will be matched to individual student needs, be evidenced-based, and provided in addition to core instruction.	Academic Coach, Grade Level Chairs and Administrators	Increased student achievement and implementation of strategies in the delivery of instruction.	District Assessments, CBM, FAIR, and FCAT results
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data.  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and	Leadership Team PLC Teams	Ratio of higher-level questions to lower-level questions will be assessed during walk-	Administration Walk-Throughs, Reading Data for standards that

4	Discussion Techniques (Domain 1).  Implementation of District Reading Initiatives. (Close Reading, Text Based-Questions, etc.).	throughs and coaching provided to those with a low percentage of higher-level questions.	require higher-level thinking skills.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2)	23%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	District training for teachers on the implementation of Unique Learning System for Access courses.  Follow-up coaching provided by program specialists.	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports.  Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities.	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform.  Evaluation of the student's need to access more rigorous courses and change placement if necessary.  Discussion of application of skills and knowledge at a higher level and in various settings.	Administration ESE Team	District follow-up survey.  Check student progress data using Unique Reports.	Unique Reports Survey

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Students making Learning Gains in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61%(131)	62%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
2	The school is experiencing a high mobility rate impacting the stability of our learning gains.	<p>Ensure that all teachers receive professional development related to effective instructional strategies in reading.</p> <p>Reading Counts to encourage students to read books.</p> <p>Application of Thinking Maps across all grade levels and content areas.</p> <p>Differentiated Instruction will be implemented in each classroom through small groups to provide appropriate academic support.</p> <p>High Risk students in grades 1,2 and 3 receive reading intervention from the classroom teacher and intensive reading intervention teacher.</p>	Academic Coach, Grade Level Chairs, Classroom Teachers and Administrators	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments, CBM and FCAT results
3	Funds to Provide After School Tutoring	SES Tutoring for Reading	Academic Coach, Grade Level Chairs, Classroom Teachers and Administrators	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments, CBM and FCAT results
4	Teachers effectively using Pinnacle Insight, OPM and Data Warehouse to determine intervention strategies.	Identify student in core class for the purpose of monitoring and intervention.	Academic Coach, Grade Level Chairs, Classroom Teachers and Administrators	Ongoing monitoring of strategies and CBM Assessments during PLC meetings.	District Assessments, CBM and FCAT results
5	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Reading Intervention teachers for primary grades, classroom teacher for intermediate assisted by the evaluation and monitoring of the Leadership team.	Academic Coach, ESE Lead, Leadership Team, Administrators	<p>FAIR assessments will be analyzed three times each year.</p> <p>FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.</p>	<p>FAIR assessments</p> <p>FCAT Explorer</p> <p>District Interim Assessments</p>
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.	Grade Level Chairs Academic Coach Administrators	Monitor District Interim Assessments	<p>FCAT 2.0</p> <p>FAIR assessments</p> <p>Formatives and Summative Assessments</p>
	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work	Coaching Staff Administrator Teachers	<p>Ongoing monitoring of formative and summative assessment data.</p> <p>Track student growth</p>	<p>Reading assessment data, FAIR data, Science assessment data, FCAT results</p>

7	school day.	collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	using Scantron assessments and meet regularly as grade-level teams to foster growth among all students.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (4)	51%

Problem-Solving Process to Increase Student Achievement

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (32)	57%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments , CBM and FCAT results
2	The school is experiencing a high mobility rate impacting the stability of our lowest 25%.	<p>Provide after school tutoring in reading with the use SAI and SES funds.</p> <p>K-1 use of Waterford for all students not meeting grade level benchmarks in reading.</p> <p>1-5 Read Naturally to build basic reading comprehension and fluency for all students</p> <p>Differentiated Instruction will be implemented in each classroom through small groups to provide appropriate academic support.</p> <p>Provide Reading Intervention teachers for grades K-3 students that are in a high risk category.</p> <p>Reading Counts to encourage students to read a variety of books.</p> <p>Provide computer programs to assist with one-on-one instruction.</p> <p>Monitor WCPM for students in grades K-5 and follow the District Decision Tree for OPM.</p>	<p>Classroom teacher Intervention teacher for grades K-3</p> <p>Instructional Tutors</p>	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments, CBM and FCAT results
3	Funds for tutoring	Apply for SAI dollars and submit student forms for SES tutoring.	Academic Coach and Administrator	Receiving the funds	Consistent participation of students in the tutoring program.
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 coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	<p>Ongoing monitoring of formative and summative assessment data</p> <p>Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students</p>	Reading assessment data, FAIR data, Science assessment data, 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 #					
	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (65% proficient) or through Safe Harbor (63% proficient).					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	58	65	69	72	76	
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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, we will reduce the achievement gap by meeting the AMO target (65% proficient) or through Safe Harbor (63% proficient).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% Black: 55% Hispanic: 53% Asian: N/A American Indian: N/A	White: 72% (Safe Harbor 68%) Black: 53% (Safe Harbor 60%) Hispanic: 58% (Safe Harbor 58) 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	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
2	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program.	Ensure that all teachers receive professional development related to effective instructional strategies for ELL Students. Follow up and coaching will be provided.  Differentiated Instruction will be implemented in each classroom through small groups to provide appropriate academic support.	Academic Coach, Grade Level Chairs, Intervention teachers and Administrators	Ongoing monitoring of formative assessments and teacher observation and by Principal.	District Assessments. CBM 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:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 26%	ELL: 32% (Safe Harbor 33%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Challenges working with students who come ELL backgrounds with	Provide high-quality vocabulary instruction throughout the day.	Academic Coach Administration	Ongoing monitoring of formative assessments and teacher observation	District Assesments and FCAT results



1	significant gaps in vocabulary.	Teach essential content words in depth.  Use instructional time to address the meanings of common words, phrases, and expressions not yet learned.	by administration.	Progress monitoring of weekly data using graphs/trend lines.
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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 or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 25%	SWD: 44% (Safe Harbor 33%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies for academic subject areas.	Academic Coach and Administrators	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments. CBM and FCAT results
2	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments.	FAIR FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 57%	ED: 63% (Safe Harbor 61%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
2	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.  Differentiated Instruction will be implemented in each classroom through small groups to provide appropriate academic support.	Reading Coach and Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
3	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies.	Administration  Academic Coach  Literacy Leadership Team	Classroom Walkthrough  Literacy Leadership Team Meetings	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
Standards Reference Grading	K-5	Administration Leadership Team Academic Coach	School-wide	Scheduled PLC meetings, Faculty meetings, SRG Grading Meetings	Pinnacle Grade in-put by SRG Leadership meetings	Leadership Team Administration
District Initiative Training on CCSS	K-5	CCSS Contact and CCSS Team	School-wide	Scheduled PLC meetings, Faculty meetings, CCSS Grading Meetings	Leadership Meetings PLC minutes Academic Coach follow-ups	Leadership Team Administration
Rubric Grading	K-5	CCSS Team	School-wide	Scheduled PLC meetings, Faculty meetings, CCSS Grading Meetings	Leadership Meetings PLC minutes Academic Coach follow-ups	Leadership Team Administration
Book-Studies	K-5	PLC Teams	School-wide	Professional Growth Plan	Book Study Team Leaders	Leadership Team Administration
Technology: Example Daily Oral Language, IPADS	1-5 Grades K-5 for IPADS	Academic Coach	1-5 Grades K-5 IPADS	Scheduled Meetings as technology arrives.	Check out systems, Administration Technology Team	Leadership Team Administration Technology Team
Reading Conferences: For Example: CCSS Topics, Research Based Reading Strategies	K-5	Teachers Academic Coach Administration	School-wide	As they are approved by administration, Staff Development and Title 1.	Professional Development Growth Plans, Administration Observations, and student achievement on assessments.	Administration PGS Contact

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
LLI	Leveled Literacy Program for 1st Grade	Title 1, SAC	\$6,000.00
			Subtotal: \$6,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase student engagement with learning activities	Common Goal which includes Reading, Mathematics, Writing and Science. Computer hardware and/or software IPOD Touches, IPADS, CPS Systems, Oral Language Software, MAC Book and syncing carts.	Title 1, SAC	\$10,760.00
			Subtotal: \$10,760.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher requested PD that aligns with their Professional Growth Plan and or Technology Training	Common Goal which includes Reading, Mathematics, Writing and Science. Conferences, Sub-coverage for in-house workshops.	Title 1, SAC	\$10,760.00
			Subtotal: \$10,760.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Materials and Supplies	Common Goal which includes Reading, Mathematics, Writing and Science. Materials for tutoring, school-wide projects, etc.	Title 1, SAC	\$1,971.22
			Subtotal: \$1,971.22
			<b>Grand Total: \$29,491.22</b>

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.		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 1%.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
50%(54)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Learners	Achievement levels should be used for differentiated instruction.	ESOL Team Academic Coach Teachers	Monitoring student progress on CBM, District Assessments and State Assessments.	FAIR FCAT CBM District Test Cella

				ESOL teachers will meet the classroom teachers to determine student progress.	
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal.	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal.	CELLA, IPT, FCAT, District Assessments

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of students scoring proficient in Reading on CELLA will increase by 1%.

2012 Current Percent of Students Proficient in reading:

35% (37)

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in Writing on CELLA will increase by 1%.

2012 Current Percent of Students Proficient in writing:

56% (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	Language Learners	Achievement levels should be used for differentiated instruction.	ESOL Teacher Classroom Teacher Academic Coach	Observations of writing process, monitoring spelling patterns, grammar and sentence structure.	District writing Prompts CBM for writing FCAT Writing
2	Providing comprehensible instruction to English Language Learners.	Ensure that teachers use English Language Proficiency Standards for English Language Learners.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal.	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners.	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal.	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
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

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Students achieving proficiency (FCAT 3) in mathematics will increase by 1%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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3rd grade: 34% (30) 4th grade: 39% (26) 5th grade: 30% (24)	3rd grade: 35% 4th grade: 40% 5th grade: 31%
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## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	Common Goal: District Assessments, CBM and FCAT Results
2	Opportunities to train teachers, funding for follow up coaching.	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Instructional Coaches Administrator Teachers	Ongoing monitoring of formative and summative assessment data.  VSET observations and conferences.  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Common Goal: Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	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, Interim, Mathematics Big Idea tests and CBM will receive additional intensive reading or mathematics instruction using scientifically research based reading strategies.	Academic Coach Intensive Reading or Mathematics Teacher Administrator Classroom Teachers	Ongoing monitoring of reading formative and summative assessment data.  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Common Goal: Reading assessment data, FAIR data, FCAT results
4	Students lack organizational skills and do not retain concepts in the long-term	Implement the use of the Interactive Student Notebook for grades 3 thru 5 for teachers to complete enrichment activities and assessments.	Academic Coach Administration	Time will be used at PLC meetings to discuss the implementation and use of the Interactive Notebooks, as well as to share Ideas and Strategies.	District Assessments, CBM, and FCAT results
	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics. • Math Journals • Problem solving steps	Administrators Academic Coach	Ongoing monitoring of formative assessment and teacher observation by Administration.	District Assessments, CBM, and FCAT results

5		<ul style="list-style-type: none"> <li>• Computer Assisted programs: example: Timez Attact/Brain Pop</li> </ul> <p>Effective use of math manipulatives</p> <p>Plan supplemental instruction and interventions for students not responding to core instruction.</p> <p>Instructional focus is determined by review of assessment data. Instruction will include explicit instruction, modeled instruction, guided practice and independent practice.</p>			
6	Receiving the funds	After School Tutoring Program SAI/VMP	Academic Coach	Ongoing monitoring of formative assessment with monitoring by teachers, academic coach and administration.	District Assessments, CBM, and FCAT results
7	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed.	Collaboration during planning times and faculty meetings.	Administrator	Faculty survey in May 2012	District Assessments, CBM, and FCAT results
8	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.	Academic Coach Intensive Mathematics Teacher Administrator	Ongoing monitoring of formative assessment with monitoring by teachers, academic coach and administration.	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
9	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (3)	34%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Not all instruction has	Implement Equals Math in	Administration	Equal Curriculum-based	Unique Reports

1	been consistently aligned to the NGSSS access points.	all Access courses, as well as Standards-Referenced Grading.	ESE Team	assessments  Check usage and implementation, as well as student progress data using Unique Reports.  Administrative Observation Tools	FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	District training for teachers on the implementation of Unique Learning System for Access courses.  Follow-up coaching provided by program specialists.	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports.  Administrative observation tools	Unique Reports FAA Scores
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities.	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform.	Administration ESE Team	District follow-up survey  Check student progress data using Unique Reports.	Unique Reports Survey

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Students scoring at or above Achievement Level 4 in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (80)	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	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
2	Funds to purchase advanced mathematics materials such as IPADS/IPODS	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics – specific to the higher level learner.  Computer assisted technology to enhance learning example: Brain Pop.  Effective use of math manipulatives  Plan targeted enrichment activities for students responding to core instruction using problem-solving process. Enrichment will be	Administrators Academic Coach	Increased student achievement and implementation of strategies in the delivery of instruction.	District Assessments. CBM, Star Math Reports and FCAT results



		matched to individual student needs, be evidenced-based, and provided in addition to core instruction.			
3	Limited opportunities and programs for mathematics enrichment.	Implement the use of the Interactive Student Notebook for grades 3 thru 5 for teachers to provide enrichment activities and assessments.	Instructional Coaches Academic Coach Administrators	Time will be used at PLC meetings to discuss the implementation and use of the Interactive Notebooks, as well as to share ideas and Strategies.  Classroom assessments for higher level/order thinking.	District Assessments. CBM, Star Math Reports and FCAT results
4	Lack of time and focus to devote to professional dialogue about teaching practices.	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative learning Consider the incorporation of project-based learning elements for enrichment.	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations.  Teacher reflections	VSET observation  FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	Students scoring at or above Level 7 on FAA mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (2)	23%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	District training for teachers on the implementation of Unique Learning System for Access courses.  Follow-up coaching provided by program specialists.	Administration ESE Team	Administration ESE Team	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities.	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform.  Evaluation of the student's need to access more rigorous courses	Administration ESE Team	District follow-up survey  Check student progress data using Unique Reports	Unique Reports Survey

	and change placement if necessary.  Discussion of application of skills and knowledge at a higher level and in various settings.		
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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:	Percentage of students making learning gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(164)	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
2	The school is experiencing a high mobility rate impacting the stability of our lowest 25%.	<p>Ensure that all teachers receive professional development related to effective instructional strategies in mathematics.</p> <ul style="list-style-type: none"> <li>• Math Journals</li> <li>• Problem solving steps</li> <li>• Computer Assisted programs example: Brain Pop, Big Brain/Timez Attack.</li> </ul> <p>Effective use of math manipulatives and hands-on activities</p> <p>Plan supplemental instruction and interventions for students not responding to core instruction.</p> <p>Instructional focus is determined by review of assessment data. Instruction will include explicit instruction, modeled instruction, guided practice and independent practice.</p>	Administrators and/or Academic Coach  Instructional Tutors	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments, CBM, and FCAT results
3	The school is experiencing a high mobility rate impacting the stability of our learning gains.	High Risk students in grades 3,4 and 5 receive mathematics intervention from the classroom teacher and/or mathematics intervention teacher.	Academic Coach, Grade Level Chairs, Classroom Teachers and Administrators	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments, CBM and FCAT results

4	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators.	VSET Evaluation FSA, SSA, District Interims FCAT 2.0
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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:	Percentage of students making learning gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%(2)	23%

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Percentage of students in lowest 25% making learning gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% (45)	77%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments , CBM and FCAT results
2	Funds for tutoring	Apply for SAI dollars and submit student forms for SES tutoring.	Academic Coach and Administrator	Receiving the funds	Consistent participation of students in the tutoring program.
3	The school is experiencing a high mobility rate impacting the stability of our lowest 25%.	<p>Ensure that all teachers receive professional development related to effective instructional strategies in mathematics.</p> <ul style="list-style-type: none"> <li>• Math Journals</li> <li>• Problem solving steps</li> <li>• Computer Assisted programs example: Brain Pop, Big Brain/Timez Attack.</li> </ul> <p>Effective use of math manipulatives and hands-on activities.</p> <p>Plan supplemental instruction and interventions for students not responding to core instruction. Focus instruction is determined by review of Focus mini-assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice.</p> <p>Provide Mathematics Intervention teacher for grades 3 thru 5 students that are in a high risk category.</p>	Administrators and/or Academic Coach  Instructional Tutors	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments, CBM, and FCAT results
4	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators.	VSET Evaluation FSA, SSA, District Interims FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #					
	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (62% proficient) or through Safe Harbor (58% proficient).					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62	66	69	73	

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, we will reduce the achievement gap by meeting the AMO target (62% proficient) or through Safe Harbor (58% proficient).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59% Black: 36% Hispanic: 47% Asian: N/A American Indian: N/A	White: 67% (Safe Harbor 36%) Black: 48% (Safe Harbor 42%) Hispanic: 55% (Safe Harbor 52%) 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	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
2	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Instructional Coaches Academic Coach Administrators	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators.	VSET Evaluation  FSA, SSA, District interims  FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 26%	ELL: 32% (Safe Harbor 33%)

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 37%	SWD 40% (Safe Harbor 43%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies for academic subject areas.	Academic Coach and Administrators	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments. CBM and FCAT results
2	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide the accommodations listed on the IEP. Case review the Student IEP if it is determined by the classroom teacher or the ESE teacher that the student is not making adequate progress.	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT CBM

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 49%	ED: 60% (Safe Harbor 54%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics. <ul style="list-style-type: none"> <li>• Math Journals</li> <li>• Problem solving steps</li> <li>• Computer Assisted programs</li> </ul>	Academics Coach and Administrators	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments, CBM, STAR Math Reports and FCAT results

2		<p>Effective use of math manipulatives and hands-on activities.</p> <p>Plan supplemental instruction and interventions for students not responding to core instruction.</p> <p>Instructional focus is determined by review of assessment data. Instruction will include explicit instruction, modeled instruction, guided practice and independent practice.</p>			
3	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes.	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies .	Administration Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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
Standards Reference Grading	K-5	Administration Leadership Team Academic Coach	School-wide	Scheduled PLC meetings, Faculty meetings, SRG Grading Meetings.	Pinnacle Grade in-put by SRG. Leadership meetings	Leadership Team Administra
District Initiative Training on CCSS	K-5	CCSS Contact and CCSS Team	School-wide	Scheduled PLC meetings, Faculty meetings, CCSS Grading Meetings.	Leadership Meetings PLC minutes Academic Coach follow-ups.	Leadership Team Administrat
Rubric Grading	K-5	CCSS Team	School-wide	Scheduled PLC meetings, Faculty meetings, CCSS Grading Meetings.	Leadership Meetings PLC minutes Academic Coach follow-ups.	Leadership Team Administration
Technology Example: iPads,	K-5 for Ipads	Academic Coach Technology Team	K-5 Ipads	Scheduled Meetings as technology arrives.	Check out systems, Administration Observations.	Leadership Team Administration
Mathematics Conferences: For Example: CCSS Topics, Research Based Mathematics Strategies	K-5	Teachers Academic Coach Administration	School-wide	As they are approved by administration, Staff Development and Title 1.	Professional Development Growth Plans, Administration Observations, and student achievement on assessments.	Administration PGS Contact

Mathematics Budget:

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

			Subtotal: \$0.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:		Students achieving proficiency(FCAT Level 3) in s science will increase by 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
5th: 38% (32)		5th: 38%			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	Common Goal: District Assessments, CBM and FCAT Results
2	Opportunities to train teachers, funding for follow up coaching.	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Instructional Coaches Administrator Teachers	Ongoing monitoring of formative and summative assessment data.  VSET observations and conferences.  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Common Goal: Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
	Large number of	Identified students	Academic Coach	Ongoing monitoring of	Common Goal:



3	students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk.	through FAIR, Interim, Mathematics Big Idea tests and CBM will receive additional intensive reading or mathematics instruction using scientifically research based reading strategies.	Intensive Reading or Mathematics Teacher Administrator Classroom Teachers	reading formative and summative assessment data.  Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results
4	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in science.  Effective use of science manipulatives and hands-on activities  Use of AIMS activities  Use of technology: Brain Pop, Safari Montage	Ensure that all teachers receive professional development related to effective instructional strategies in science.  Effective use of science manipulatives and hands-on activities.	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments and FCAT results
5	Funds for professional development resources	Apply for SAI dollars	Academic Coach and Administrator	Receiving the funds	Receiving the funds
6	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.	Administration	Faculty survey in May 2011	Administration
7	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model  Participate in training on incorporating CCSS Literacy and Mathematics Standards	Administration  Science PLCs  Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking.	Formal Lab Reports  FSA & SSA  District Interim Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	Students scoring at Levels 4, 5, and 6 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (1)	26%

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
Not all instruction has been consistently aligned to the NGSSS	Implement Access courses in all core academic areas, as	Administration ESE Team	Check usage and implementation, as well as student progress	Unique Reports FAA Scores

1	access points.	well as Standards-Referenced Grading.		data using Unique Reports.  Administrative observation tools	
2	Lack of targeted curriculum for science	ASAP Science (Accessing Science through the Access Points)	Administration ESE Team	ASAP Science Curriculum-based assessments	ASAP Science Curriculum-based assessments  FAA
3	Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers.	Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing.	Administration Gen Ed and ESE Teacher Teams	Teacher Response to Administrative Query	VSET Evidence in Domain 4

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:	FCAT 2.0: Students scoring at or above Achievement Level 4 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th-26% (Number of Students Unknown)	5th – 27%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase technology devices and software.	Use of technology to actively engage students.	Academic Coach and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments, CBM and FCAT results
2	Funds to purchase advanced reading materials	Ensure that all teachers receive professional development related to effective instructional strategies in science – specific to the higher level learner.  Effective use of science manipulatives and hands-on activities  Plan targeted enrichment activities for students responding to core instruction using problem-solving process. Enrichment will be matched to individual student needs, be evidenced-based, and provided in addition to core instruction.	Academic Coach and Administrator	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results

3	Additional time outside of regular curriculum time for project guidance.	Provide opportunities for students to participate in content area fairs, competitions- Science Fair and Science Night.	Classroom Teachers, Instructional Support/Tutor, Administrators	Increased student performance in projects- Science Fair and Science Night.	District Assessments and FCAT results
4	Funds for after-school tutoring	Provide students with additional time for scientific process/observation.	Instructional Tutors and Administrators	Increased student achievement and implementation of strategies in delivery of instruction.	District Assessments and FCAT results
5	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department.  Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment.	Administration Science PLCs  Science Department Chair	Teacher Data	Vset Evaluation Domain 3

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (2)	51%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels.	District training for teachers on the implementation of Unique Learning System for Access courses.  Follow-up coaching provided by program specialists.	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science.  Curriculum-based assessments and Unique Reports  Administrative observation tools	ASAP Science Curriculum-based assessments  Unique Reports  FAA Scores

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
District Initiative Training on CCSS	K-5	CCSS Contact and CCSS Team	School-wide	Scheduled PLC meetings, Faculty meetings, CCSS Grading Meetings	Leadership Meetings PLC minutes Academic Coach follow-ups	Leadership Team Administration
Science Conferences: For Example, CCSS Topics and Science Research Based Topics	K-5	CCSS Team	School-wide	Scheduled Conferences	Reflection Reports on how the information is being applied and monitored in the classroom.	Leadership Team Administration

Science Budget:

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

End of Science Goals

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students scoring at Achievement Level 3.0 and higher in writing will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (69)	69%
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 and individual instruction time.	Use of formative and District writing prompts to instruct, remediation and monitor student growth.	Classroom Teachers Academic Coach Administration	Class and Volusia Writes Assessments.	District Writing Prompts, CBM and FCAT results
2	Students with varied levels of writing skills.	Timed Writings Grammar Activities FCAT Writing Rubrics Differentiate Curriculum	Classroom Teachers, Academic Coach and Administrators	CBM and Volusia Writes Assessments.	District Writing Prompts, CBM and FCAT results
3	Teachers outside of Language Arts do not often provide practice for students to write about their content areas.	Administer Volusia Writes schedule with fidelity in all curriculum areas. Provide support and coaching to teachers on scoring. Implement CCSS Anchor Literacy Standards school-wide.	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores.	Volusia Writes data FCAT Writing scores
4	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development. Implement writing strategies provided through district training which focus on the change in state writing expectations.	Instructional Coaches Language Arts Department Chair Administration	Monitor Volusia Writes scores.	Volusia Writes FCAT Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Florida Alternate Assessment: Students scoring at 4 or higher in writing will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A No Students Tested	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	Not all instruction has been consistently aligned to the NGSSS access points.	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading.	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports.  Administrative Observation Tools	Unique Reports FAA Scores
	Difficulty of finding high-quality lessons for	District training for teachers on the	Administration ESE Team	Check usage and implementation, as well	Unique Reports FAA Scores

2	students with cognitive disabilities that also address varying complexity levels.	Implementation of Unique Learning System for Access courses.  Follow-up coaching provided by program specialists.		as student progress data using Unique Reports.  Administrative Observation Tools	
3	There is a need for more collaboration time amongst teachers of students with cognitive disabilities.	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform.	Administration ESE Team	District follow-up survey.  Check student progress data using Unique Reports.	Unique Reports Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writing Updated Rubric Training K-5	K-5	Academic Coach	K-5	Scheduled PLC meetings, Faculty meetings, CCSS Grading Meetings	Leadership Meetings PLC minutes Academic Coach follow-ups	Leadership Team Administration
Scoring 4 or More	4th Grade	Academic Coach	4th Grade	After Volusia Writes Writing	Writing Portfolios	Administration Leadership Team Academic Coach
Writing Across Content areas as well as the Writing Block	K-5	Leadership Team	K-5	Scheduled PLC Meetings	Writing Portfolios	Administration Leadership Team Academic Coach
Grammar and Syntax	1-5	Leadership Team	1-5	Scheduled PLC Meetings	Writing Portfolios	Administration Leadership Team Academic Coach
District Initiative Training on CCSS	K-5	CCSS Contact and CCSS Team	School-wide	Scheduled PLC meetings, Faculty meetings, CCSS Grading Meetings	Leadership Meetings PLC minutes Academic Coach follow-ups	Leadership Team Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Daily Oral Language Activities to be used for the first 5 minutes of the writing block.	Evan Moor E-Books	Title 1	\$900.00
			Subtotal: \$900.00
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: \$900.00

*End of Writing Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance  Attendance Goal #1:	The attendance rate will increase by 1%.  The number of excessive absences and Tardiness will decrease by 5% students.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% current attendance rate (899)	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
325	309
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
291	276

### 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.  The school is experiencing a high mobility rate impacting the stability of our lowest 25%.	Communication to parents in reference to their students daily absences and cumulative absences using the following methods: <ul style="list-style-type: none"> <li>• Connect Ed calls</li> <li>• Letters from the school ( 5, 10 and 15 days)</li> <li>• Teacher/Parent communication</li> <li>Phone/E-Mail/Parent/teacher conferences</li> <li>• Building level meetings</li> </ul>	Attendance Staff Classroom Teacher PST Administration	Monthly attendance reports and monitor students with a history of excessive absences.	Monthly Attendance reports

		when the student has over 15 unexcused days • Monitor students with a history of excessive absences			
2	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives/recognition.	Administration	Analyzing data gathered from attendance reports.	School-wide, classroom, and/or individual student attendance reports.

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need



of improvement:

1. Suspension Suspension Goal #1:	The number of students receiving In-School and Out-of-School suspensions will decrease by 1 students.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
6	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
24	23
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
20	19

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenge of working with students from lower SES backgrounds.	RTI-B Team will be reviewing behavior challenges and recommending strategies based on individual students needs. These strategies will be research based plans.  ALPHA Program  Ensure that all teachers receive professional development related to effective instructional strategies in classroom behavior management. • Teacher selected Questioning • Non-Verbal Queuing • Motivation Theory • Referral procedures	RTI-B Team	Referral logs will be monitored by the RTI-B team monthly.	Referral Reports
2	Parental permission and participation required	Identified at risk students will participate in the Alpha program implemented in partnership with community counseling agency The House Next Door.	Administration Guidance Counselor Alpha Counselor	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings.	Discipline referral data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scheduling Training for Behavior Leadership Team. (Follow-up/in-depth training).	BLT Team, One member per grade level.	BLT Team Leader	School-wide	Monthly meetings.	BLT will use monitor suspension reports and request interventions as needed on a case by case bases.	BLT Team Administration

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement  Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	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:
Current 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	Refer to PIP	<p>Family Resource Center</p> <p>Activities for students to showcase their work for their parents and others.</p> <p>Parent and Teacher Association (PTA)</p> <p>Monthly Coffee Talks with parents</p> <p>Parents will play a vital role on our SAC team.</p> <p>End of the Year Parent Survey</p> <p>Have as many translators as possible at parent meetings.</p> <p>Have written communication translated as much as possible. (Flyers, newsletters, notices)</p> <p>Parent input will be solicited through School Advisory Council and Family Resource Center.</p> <p>Parents will be invited to serve on committees.</p> <p>At one of the first SAC meetings of the year, parents will be informed of the School-wide Title 1 Program, SES, and our DA status. The Parents-Right to Know and School Compact will be reviewed as well as any feedback from Meet the Teacher Day.</p> <p>Facilitate the "Parent's to Kid's" Program.</p>	<p>Family Resource Center Staff</p> <p>Administration</p>	<p>Parent sign in logs to show parent involvement. (Classroom and main office)</p>	<p>5 Star Requirements</p> <p>Parent End of the Year Survey</p>
2	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP
3	Family schedules	<p>Parent Fair* to inform parents of the various ways to help increase their child's achievement.</p> <p>*New Idea from SAC for 2011-2012 school year.</p>	SAC	Parent logs to show parent involvement	SAC

4	Parents that do not have computer that are not connected to the internet.	On-Line News Letter (SAC Request for 2012-13 school year))	Family Resource Staff	Web-site Hits	Administration
5	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children. Refer to PIP	Administration	Climate Survey April 2012- 13	5-Star status for 2012-13 school year

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

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

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

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		The participation of 5th grade students in Science Fair will increase by 5%.			
		The participation of parents in our school's STEM Family Night will increase by 5%.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM.	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices.	District STEM TOA Administration Science Department Chair Math Department Chair	Monitor usage and implementation data of STEM modules	Usage data

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

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

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

## STEM Budget:

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

			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

*End of STEM Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	LLI	Leveled Literacy Program for 1st Grade	Title 1, SAC	\$6,000.00
Writing	Daily Oral Language Activities to be used for the first 5 minutes of the writing block.	Evan Moor E-Books	Title 1	\$900.00
				Subtotal: \$6,900.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increase student engagement with learning activities	Common Goal which includes Reading, Mathematics, Writing and Science. Computer hardware and/or software IPOD Touches, IPADS, CPS Systems, Oral Language Software, MAC Book and syncing carts.	Title 1, SAC	\$10,760.00
				Subtotal: \$10,760.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teacher requested PD that aligns with their Professional Growth Plan and or Technology Training	Common Goal which includes Reading, Mathematics, Writing and Science. Conferences, Sub-coverage for in-house workshops.	Title 1, SAC	\$10,760.00
				Subtotal: \$10,760.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Materials and Supplies	Common Goal which includes Reading, Mathematics, Writing and Science. Materials for tutoring, school-wide projects, etc.	Title 1, SAC	\$1,971.22
				Subtotal: \$1,971.22
				Grand Total: \$30,391.22

## Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/12/2012)

## 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
SAC has requested and will be providing funds for an electronic News Letter to be used on the Spirit's web-page, except/approve funding requests from classroom teachers to support student achievement and assist with funding of the parent information evening. Electronic Newsletter will be SAC's new idea for the school year 2012-2013.	\$5,000.00
Provide resource to teachers that will impact student achievement. Teacher must submit a purposal to SAC for approval. The amount will be determined at the time of request suggested budget \$4,000.00.	\$4,000.00

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

Parent Information Fair in the Evening: Areas cover: Acedemic, Community Services Available, Homework Assistance, etc.  
Monthly Meeting 5 Star Award  
Provide Funds that support student achievement  
Training session for new SAC members  
Review School Data Trends  
Actively participate in the SIP's development, implementation and follow-up activities

# AYP DATA

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

## SCHOOL GRADE DATA

No Data Found

Volusia School District SPIRIT ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	75%	71%	70%	297	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	72%	64%			136	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?	69% (YES)	68% (YES)			137	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					570	
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 SPIRIT ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	73%	75%	55%	284	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	61%			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?	47% (NO)	58% (YES)			105	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					510	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested