

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DEBARY ELEMENTARY SCHOOL

District Name: Volusia

Principal: Alisa Fedigan

SAC Chair: Lisa St. John

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/19/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Alisa Fedigan	BS Elementary Art Education M.Ed. Educational Leadership Certifications: K-12 Art Education Educational Leadership School Principal Certificate	1	10	2012- A School, (71%R/71%M; 70%R/80%M; 69%R/69%M*) 2011- A School, AYP 100% (85% R/87%M; 88%R/89%M; 91%R/92M*) 2010- A School, AYP 100% (89% R/88%M; 72%R/75%M; 74%R/75%M)* 2009- A School, AYP 97% (86%R/81%M; 73%R/76%M; 69%R/73%M)* 2008- A School, AYP 97% (93%R/81%M; 77%R/59%M; 70%R/53%M)* 2007- A School, AYP 100% (88%R/90%M; 70%R/75%M; 60%R/73%M)* 2006- A School, AYP 97% (85%R/86%M; 70%R/67%M; 53%R/63%M)* 2005- B School, AYP 95% (80%R/70%M; 59%R/65%M; 51% R/- M)* 2004- A School, AYP 100% (85%R/73%M; 72%R/68%M; 65%R/- M)* 2003- A School, AYP 93% (83%R/69%M; 73%R/72%M; 72%R/- M)*

					*(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Carrie Korkus	BS Early Childhood MA Educational Leadership Certifications: Pre-K-3 Education 1 – 6 Education Certificate Educational Leadership	5	5	2012- A School, (71%R/71%M; 70%R/80% M; 69%R/69%M*) 2011- A School, AYP 95% (82% R/ 90% M; 69% R/ 74% M; 61% R/ 72% M)* 2010- B School, AYP 92% (82% R/ 82% M; 64% R/ 61% M; 42% R/ 62% M) * 2009- A School, AYP 100% (88% R/ 88% M; 74% R/ 72% M; 69% R/ 69% M) * 2008- A School, AYP 100% (88% R/ 90% M; 70% R/ 75% M; 60% R/ 73% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

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	3. Professional Development	Principal Assistant Principal District Personnel	June 4, 2013	
2	4. PLC Activities	Curriculum Leaders Common Core Leadership Team	June 4, 2013	
3	5. Celebrations/Teacher Recognition	Principal Assistant Principal Sunshine Coordinator TOTY Committee	June 4, 2013	
4	6. Network w/ Community & Business Partners	Principal Assistant Principal Club Sponsors Business Partners & VIPs Coordinator	June 4, 2013	
5	7. Promotion of School (Brochures, Advertisement)	Principal Assistant Principal Club Sponsors	June 4, 2013	
6	8. Student showcase/acknowledgement	Principal Assistant Principal Grade Level Teachers Performing & Visual Arts Teachers Parent Teacher Organization	June 4, 2013	
7	1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Principal Assistant Principal Peer Assistance Review Teacher	June 4, 2013	
		Principal		

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0.04%(2)	PAR mentor Monitored Deliberate Practice Plan ESOL classes

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
51	0.0%(0)	11.8%(6)	47.1%(24)	41.2%(21)	49.0%(25)	98.0%(50)	3.9%(2)	7.8%(4)	49.0%(25)

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
Valri Ford	Holly Bouchard	Holly is returning from a two year Leave Of Absence and is being mentored by a highly effective teacher.	Coaching and collaborative lesson planning.
Melanie Kestory	Pam Howard	Pam has changed to a new teaching assignment	Coaching and collaborative lesson planning.
Joy Leader	Lori Peeples	Lori has changed to a new teaching assignment from the primary level to the intermediate level.	Coaching and collaborative lesson planning.
Leslie Hamlin	Aricelis Marron	Aricelis is a recent transfer from another school and needs support and assistance with Pinnacle gradebook and SRG.	Coaching and collaborative lesson planning

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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

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 Standards Based Grading. 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 PST/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 PST/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 PST/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS PST/RtI website (under Psychological Services) in order to address the purpose of PST/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PST/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 PST/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 PST/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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

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

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

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

MTSS Implementation

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and

parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist).

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT is comprised of grade level representatives, media specialist, Language Arts Contact, Reading Counts Contact, Assistant Principal, and Principal.

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

Monthly meetings to plan, review, and evaluate effectiveness with additional support from district curriculum specialists as needed, are facilitated by the principal. The curriculum chairs will provide information about core instruction and intervention needs of their students. They will facilitate the flow of information between the LLT, faculty and staff. Information will be shared at grade level team meetings. The Curriculum Chairs, Reading Counts Contact and Media Specialist will provide current research based strategies, initiatives and information to the LLT. School Administration will facilitate the meetings, the distribution and coordination of information between school, parents and community.

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

School-wide implementation of Reading Counts, co-sponsored with PTA Literacy Night, a school wide accountable reading program along with "walk to intervention" strategies will be the major LLT initiatives this year.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*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.

N/A

*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:
26% (101)	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 for professional development	Apply for FUTURE's grants School Fundraisers	Administration	Receiving the funds	Teachers implementing effective strategies in their classrooms
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during the master schedule, planning times and faculty meeting dates as needed	Administration	Faculty survey in June 2013	Student Achievement outcomes
3	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results

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:	
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Students scoring at Levels 4, 5, and 6 in reading.		N/A			
Reading Goal #1b:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 1% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%(170)	45%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding for materials Time Volunteers	Students will check out teacher-created enrichment skill bags which will include chapter books with differentiated activities based on the five areas of reading.	Classroom Teachers Parents Volunteers	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT results
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Curriculum Leaders Administrators Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:
70% (174)	71%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding and training for implementation of technology in the classroom	Introduction and implementation of technology in the classroom to track student performance resulting in higher student engagement and achievement	Administration, media specialist and curriculum chairs.	Team meetings, data days, teacher observation and student reflections	Pinnacle Insight, Edmodo, team minutes, student product
2	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	ESE Lead Team, Administrator	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer District Interim Assessments
3	Teachers using data from available resources and progress monitoring	Provide school based training on Pinnacle Gradebook and Insight	Department Chairs Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments

	assessments to target instruction in classroom	reports			
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	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in Lowest 25% making learning gains in reading will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(43)	67%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

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 (73% proficient) or through Safe Harbor (74% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71%	73%	76%	79%	81%	

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 2012-13, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 72% Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	White: 75% Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing percentage of students who have more challenging home situations based on current economic trends	Ensure that all teachers receive professional development related to effective assessment and instructional strategies in reading for ELL students. Follow up and coaching will be provided.	Administration	Ongoing monitoring of formative assessments Teacher observation by Administration	District Assessments 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.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
47%	57%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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.	Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for students with disabilities will be reduced by meeting the AMO target or through Safe Harbor.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
42%	48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Administration, 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 ED students will be reduced by meeting the AMO target or through Safe Harbor.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
65%	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	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 Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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
Group study of the anchor standards for ELA Common Core	All Grade Levels	District	Classroom Teachers ESE Teachers	Early release PD dates	CCPLC meetings Classroom Walkthrough and VSET Observations	Common Core Leadership Team Administration Curriculum Chairs
High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	All grade levels	Common Core Leadership Team Administration Curriculum Chairs	Classroom Teachers ESE Teachers	All year, during bi-monthly meetings.	Classroom Walkthrough and VSET Observation CCPLC meetings Teacher records of reflections on literacy strategy use	Common Core Leadership Team Administration Curriculum Chairs
Designing Assessments Aligned to CCSS	All Grade Levels	Common Core Leadership Team Administration Curriculum Chairs	Classroom Teachers ESE Teachers	All year, during bi-monthly meetings. CCPLC	Classroom Walkthrough and VSET Observation CCPLC meetings	Common Core Leadership Team Administration Curriculum Chairs
Building Rigor for the CCSS	All Grade Levels	Common Core Leadership Team Administration Curriculum Chairs	Classroom Teachers ESE Teachers	All year, during bi-monthly meetings. CCPLC	Classroom Walkthrough and VSET Observation CCPLC meetings	Common Core Leadership Team Administration Curriculum Chairs
Standards Reference Grading	All Grade Levels	Common Core Leadership Team Administration Curriculum Chairs	Classroom Teachers ESE Teachers	All year, during bi-monthly meetings. CCPLC	Classroom Walkthrough and VSET Observation CCPLC meetings	Common Core Leadership Team Administration Curriculum Chairs
Students' Role in CCSS: Cultivating Engagement	All Grade Levels	Common Core Leadership Team Administration Curriculum Chairs	Classroom Teachers ESE Teachers	All year, during bi-monthly meetings. CCPLC	Classroom Walkthrough and VSET Observation CCPLC meetings	Common Core Leadership Team Administration Curriculum Chairs
		Common Core				

Planning for the CCSS	All Grade Levels	Leadership Team Administration Curriculum Chairs	Classroom Teachers ESE Teachers	All year, during bi-monthly meetings. CCPLC	Classroom Walk-through and VSET Observation CCPLC meetings	Common Core Leadership Team Administration Curriculum Chairs
Deliberate Practice	Instructional Staff	Administration PAR Teacher	Instructional Staff	Ongoing all year	Conferences between administrators and teacher	Administration
Data Chats and Intervention Planning	Grades K-5	Administration Curriculum Chairs	Classroom Teachers ESE Teachers	Quarterly	Ongoing monitoring through PLC discussions Observation and Coaching Data Analysis	Administration Curriculum Chairs

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Counts	Reading Incentive Program	School budget, SAC, PTA, Donations	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Tumble Books	Online books, games and quizzes for school and home use	School budget	\$500.00
FCAT Explorer	Computer based test preparation	District/State	\$0.00
ESGI	Computer based instructional and progress monitoring program	School budget, SAC, PTA	\$695.00
			Subtotal: \$1,195.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Chats/SRG/Intervention	Time to collaborate and plan targeted instructional groups	School based funds	\$6,300.00
			Subtotal: \$6,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
During school tutoring	Identified students to receive additional time to meet proficiency on standards	School budget, PTA, SAC	\$850.00
			Subtotal: \$850.00
			Grand Total: \$9,845.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

2012 Current Percent of Students Proficient in listening/speaking:

42% (13)

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	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	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	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:

29% (9)

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	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	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	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:					
61% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator	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	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	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
Examine available ELL instructional websites during school scheduled PLC meetings and/or at faculty meetings	ELL websites on the Volusia County Schools websites for World Languages	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide PD on ELL standards, ELL instructional strategies and on available ELL instructional and support websites during school scheduled PLC meetings and/or at faculty meetings.	ELL standards, ELL policies and procedures, ELL websites on the Volusia County Schools websites for World Languages	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Provide instruction on ways ELL families can assist children at home with literacy learning at school meetings with ELL families	ESOL paraprofessional meetings with ELL parents	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (116)	31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds for professional development	Apply for FUTURE's grants School Fundraisers	Administration	Receiving the funds	Teachers implementing effective strategies in their classrooms
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during the master schedule, planning times and faculty meeting dates as needed	Administration	Faculty survey in June 2013	Student Achievement outcomes
3	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Curriculum Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0
4	Not all math teachers are familiar with incorporating literacy strategies	Provide professional development on literacy strategies appropriate for math teachers	Administration Curriculum 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and higher) will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(156)	42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase advanced math materials	Ensure that all teachers receive professional development related to effective assessment strategies in math – specific to the higher level learner and implement in the classroom.	Administrator	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
2	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	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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Percentage of students making Learning Gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (202)	78%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding and training for implementation of technology in the classroom	Introduction and implementation of technology in the classroom to track student performance resulting in higher student engagement and achievement	Administration, media specialist and curriculum chairs.	Team meetings, data days, teacher observation and student reflections	Pinnacle Insight, Edmodo, team minutes, student product
2	Challenges of working with increasing numbers of students from low SES backgrounds.	Ensure that all teachers receive professional development related to effective assessment strategies in math and implementation in the classroom.	Administrator Curriculum Chairs Guidance	Track student growth using Scantron and interim assessments, meeting regularly as grade-level teams to foster growth among all students using formative data.	District Assessments FCAT Results
3	Time Scheduling	Publix Math Night: Families come to the local supermarket to complete grade-appropriate math activities with their parents	Teacher sponsors, PTA	Exit survey for parents	District Assessments FCAT Results
4	Not all math teachers are familiar with incorporating literacy strategies	Provide professional development on literacy strategies appropriate for math teachers	Administration Curriculum Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District Interims FCAT 2.0

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. 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:			
68% (44)		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	The school is experiencing an increase in low SES students, impacting the readiness for math in our lowest 25%.	Provide during school tutoring in math.	Intervention Teacher	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments FCAT Results
2	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers	Administration Curriculum Chairs	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

Elementary School Mathematics Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

In 2012-2013, we will reduce the achievement gap by meeting the AMO target (72% proficient) or through Safe Harbor (74% proficient).

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72%	74%	77%	79%	82%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 76% Black: 40% Hispanic: 60% Asian: N/A American Indian: N/A	White: 78% Black: 39% Hispanic: 64% 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	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.	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:
29%	36%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide teachers professional development (PD) related to effective math instructional strategies to assist struggling ELL learners;	Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results

1		on understanding different cultural family expectations on learning and behavior, and ways to assist families to work with their children at home on increasing math achievement, during professional learning community (PLC) & /or faculty meetings.			
2	Need for sufficient certified instructional tutors and sufficient funds to provide ELL tutoring services for struggling ELL 3rd- 5th grade students.	Hire certified tutors using any SAC, school and/ or any other available funding sources to offer tutoring services before and after the school day to ELL students not proficient in math.	Administration and Tutoring facilitator	Monitor district math assessments for tutored students to determine effectiveness of tutoring sessions	Tutoring sign-in sheets, district reading assessments and FCAT results
3	Sufficient time for teacher collaboration on ways to provide effective math instruction for all learners.	Provide time for teacher collaboration during a specified PLC planning time and/or faculty meetings	Administration	Analyses of district math assessments, FCAT results and end-of-year teacher input surveys will be used	District math assessments, end-of-year teacher input surveys, and FCAT results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	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	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide time for teachers to collaborate on ways to provide effective strategies for ESE students in all subjects and on analyzing the progress of ESE students on attainment of NGSS math standards	Administration	Ongoing monitoring of formative and summative assessments using Pinnacle and/or Scantron reports	District math assessments FCAT results
2	Access to sufficient funds for intervention, enrichment and tutoring math materials and for certified teacher tutors for struggling students	Use any pending SAC, school, and/or any other available funds to acquire supplemental district approved materials for all learners and to acquire certified tutors for the struggling students to increase achievements in math.	Administration Tutoring Facilitator teacher	Monitor district math assessments to determine effectiveness of enrichment, interventions and/or tutoring sessions	Tutoring sign-in sheets, District reading assessments and FCAT results

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

of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%	63%

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, children who move from year to year, and children affected by severe economic and family instability	Provide teachers professional development (PD) related to effective math instructional strategies on ways parents can work with their children at home on increasing achievement of Next Generation State Standards (NGSS) for math .	Administration	Ongoing monitoring of district math assessments, parent/teacher conference records and end-of-year parent input and teacher input surveys will be used to determine effectiveness	District math assessments, FCAT Solves results, parent/teacher conference records, and end-of-year parent input and teacher input surveys
2	Sufficient funds for intervention and enrichment math materials.	Use any funds, such as School Advisory Council (SAC), school and/or any other available funds, to acquire supplemental district-approved materials to increase student achievement.	Administration	Ongoing monitoring of usage of math materials during observations Ongoing monitoring of district interim math assessments using Pinnacle and Scantron reports	District math assessments, end-of-year teacher input surveys, and FCAT results.
3	Sufficient funds to provide tutoring by certified teachers for 3rd– 5th grade students struggling in math.	Use any funds, such as SAC, school and/ or any other available funding sources to offer tutoring before and after the school day to students not proficient in math.	Administration Tutoring Facilitator teacher	Monitor district math assessments using Pinnacle and Scantron reports for tutored students to determine effectiveness of tutoring sessions.	District math assessments, tutoring attendance logs end-of-year teacher input surveys, and FCAT results.
4	Sufficient time for teachers to collaborate on how to increase student achievement for all learners	Provide time for teachers to collaborate on ways to provide effective strategies for increasing attainment of NGSS for all learners during scheduled PIC times and all day if needing using SAC, school, and any other funds available	Administration	Ongoing monitoring of formative and summative assessments using Pinnacle and/or Scantron reports	District math assessments FCAT results

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scantron Achievement Series-Math Data Chats	Grades 2-5	Administration Curriculum Chairs	Classroom Teachers ESE Teachers	After the occurrence of each District Interim Assessment	Ongoing monitoring through PLC discussions Observation and Coaching Data Analysis	Administration Curriculum Chairs
Standards Reference Grading	All grade levels	Gradebook Managers Administration Curriculum Chairs	Classroom Teachers ESE Teachers	Ongoing all year during faculty meetings CCPLC Meetings	CCPLC Pinnacle gradebook observations	Administration
8 Standards for Mathematical Practices into daily instruction.	All grade levels	Administration Common Core Leadership Team	Classroom Teachers ESE Teachers	Ongoing all year during faculty meetings CCPLC Meetings	VSET walk through and observation CCPLC Meetings	Administration Common Core Leadership Team
Deliberate Practice	Instructional Staff	Administration	Instructional Staff	Ongoing all year	Conferences between administrators and teacher	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Explorer	Computer based test preparation	District/State	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data Chats/SRG/Intervention	Time to collaborate and plan targeted instructional groups	School based funds	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
During school intervention	Identified students to receive additional time to meet proficiency on standards	School budget	\$850.00
			Subtotal: \$850.00
			Grand Total: \$2,850.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency (FCAT Level 3) in science will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%(48)	36%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds for professional development	Apply for FUTURE's grants School Fundraisers	Administration	Receiving the funds	Teachers implementing effective strategies in their classrooms
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during the master schedule, planning times and faculty meeting dates as needed	Administration	Faculty survey in June 2013	Student Achievement outcomes
3	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Teacher	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Student Outcome in Science Lab FSA & SSA District Interim Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		Students achieving above proficiency (FCAT Levels 4 and 5) will increase by 1%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41% (56)		42%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis	Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration Science PLCs Science Lab Teacher	Teacher Data	VSET Evaluation Domain 3

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

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

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

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

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

Differentiated Science Centers	Grade Levels K-5	Science Lab Teacher	Grade Levels K-5	Year- long	Science PLC VSET Walk through and observation	Curriculum Chairs Science Lab Teacher
E-Shelter Photovoltaic Science Curriculum	Grade Levels 3-5	Science Lab Teacher Fifth Grade Teacher	Classroom Teachers 3-5	October 2012, faculty meeting	walk through observations and VSET observations	Administration Science Lab Teacher
Deliberate Practice	Instructional Staff	Administration	Instructional Staff	Ongoing all year	Conferences between administrators and teacher	Administration
Standards Reference Grading	Grade Levels K-5	Administration	Classroom Teachers K-5	Ongoing all year during faculty meetings	VSET Walk through and observation Grade Level PLC	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
PearsonSuccessNet	Online textbook and resources	District/State	\$0.00
FCAT Explorer	Computer based test preparation	District/State	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Offer trainings on integrating science into the literacy block, developing science literacy, differentiating science instruction, developing formative & summative science assessments based on NGSSS & CCSS, analyzing student achievement through Global Scholar's Pinnacle & Scantron reports, collaboratively planning instruction and assessments.	Science instructional trainings District Science Contact	N/A	\$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 achieving FCAT Level 3.0 and higher in writing will increase by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (112)	87%

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 increasing numbers of students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective assessment strategies in writing and implement strategies in the classroom.	Administrators	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments FCAT results
2	Teachers struggle with the new demands of the Literacy Block and 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	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
3	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.	Curriculum Chairs Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A: 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
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1	N/A	N/A	N/A	N/A	N/A
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review of Writing CD to identify strengths, weakness and trends in student writing.	Fourth grade teachers	Principal	Classroom Teachers ESE Teachers	October Data Day	Monthly during PLC meetings	Administration Curriculum Chair
FCAT 2.0 Webinar	Fourth Grade teachers	District	Classroom Teachers ESE Teachers	October after school via webinar	Monthly during PLC meetings	Administration Curriculum Chair
Grammar, Spelling, & Rubric Scoring	Fourth Grade Teachers	Administration Curriculum Chair	Fourth Grade Teachers ESE Teachers	CCPLC meeting Grade Level PLC PD Planning Day	CCPLC meetings Grade Level PLC	Administration Curriculum Chair
Standards Reference Grading	Grade Levels K-5	Administration Gradebook Managers	Classroom Teachers ESE Teachers	Ongoing all year during faculty meetings Grade Level PLC	Grade Level PLC Faculty meetings	Administration
Writing Across Content areas as well as the Writing Block	Fourth Grade Teachers	Administration Curriculum Chair	Fourth Grade Teachers ESE Teachers	CCPLC meeting Grade Level PLC PD Planning Day	CCPLC meetings Grade Level PLC VSET Observation and walk through	Administration Curriculum Chair
Deliberate Practice	Instructional Staff	Administration	Instructional Staff	Ongoing all year	Conferences between administrators and teacher	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Writing Camp	facilitated additional instruction in writing	PTA	\$500.00
			Subtotal: \$500.00
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
FCAT Writes Coaching Day	Planning day to analyze data and plan for instruction	School funds	\$500.00
			Subtotal: \$500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

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% in 2012-2013. The number of excessive absences and tardies will decrease by 5%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
196	186
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
122	116

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 increasing numbers of students from low SES backgrounds.	Increase parent communication Early intervention with Social Services PST Training for teachers	CRT Data Office Specialist School Social Worker Guidance Counselor PST Chair Administration	Attendance Rates	Cross-Pointe District Reports
2	Pattern of unexcused absences and tardies.	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and ConnectEd. PST or IEP Attendance meetings Attendance contracts	Administration, Teachers, Attendance Clerk, School Counselors, School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies.	School wide and/or individual student attendance reports.

		with students and/or parent/guardian.			
3	Flu/Illness	Notification of Infection Control Instruction of proper hygiene techniques	Administration School Health Personnel Classroom Teachers	Monitoring of Attendance Reports	CrossPointe 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
Problem Solving Team Training	Grade Levels K-5	School Social Worker School Psychologist PST Chair	All	October 2012 Weekly grade level meetings. PST as needed	Cross-Pointe Attendance reports	Attendance Clerk Social Worker PST Chair Administration

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
Send Connect Ed messages to families of students about district policies on attendance and tardies, and to families of students who are approaching or exceeded excessive absences &/or tardies to remind them of the attendance and tardy district policies.	List of students with approaching or exceeded excessive absences or tardies provided by school social worker Clerical staff creating & sending Connect Ed messages about attendance and tardy policies	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Providing training to all K-5 teachers regarding the attendance and tardies policies and process for addressing identified students with excessive absences and/or tardies	School Social Worker, School Psychologist, School Problem-Solving Team chairs	N/A	\$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

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	The number of in-school and out-of- school suspensions will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
32	29
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
24	22
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
31	28
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
25	22

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	New and inexperienced teachers who have weak classroom management skills	Out of classroom time-out buddies Provide classroom management strategies/staff development to struggling teachers	CRT Guidance Counselor Parent Administration	Discipline Data	District Reports Cross-Pointe
2	Increase in number of students with special needs in general education classrooms	ESE Teachers participate in daily grade level intervention groups	ESE Teachers Administration	Discipline Data Student progress from 1st to 3rd administration of FAIR and DA assessments	Pinnacle Insight

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS Training	Grade levels K-5	District	Selected staff based on need.	All year	VSET Observation and walk through	Administration Mentor teachers PAR Teachers
Bullying Prevention	Grade Levels K-5	Administration	Classroom Teachers	October faculty meeting	faculty meetings	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
Review of CHAMPS, RTI-B, and other positive behavior program and/or materials that encourage having clear expectations and procedures throughout the campus, or that promote a positive learning environment, or assist in understanding students from diverse cultures	Overview information of Champs &/or all day workshops on Champs, RTI-B strategies.	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1:

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.

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					
2	Scheduling of meetings for working parents	Offer a flexible number of meetings, such as meetings in the morning or evening, and provide as needed, a means to remove barriers for attendance.	Principal, PTA President	Observation and feedback from parents	Climate Surveys
3	Time and availability of resources to support core instruction	Provide means for parents to support core learning in the classroom through a variety of strategies which may include: Writer's Suitcase, reading logs, Sunshine Math, Tumble Book and teacher created skill and enrichment bags	Classroom teachers	Observation and feedback from parents	Parent and student products
4	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children.	Administration	Climate Survey April 2013	5-Star status for 2011 school year

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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Volunteer and Business Partner Training	Grade levels K-5	Administration	Grade levels k-5	October 2012	Monitor volunteers and parent involvement during school day and events.	Volunteer Coordinator Administration
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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
Advertise parent involvement activities on school website, and through Connect Ed calls to families two weeks before and the day before upcoming family events	Clerical staff website creator, Clerical staff making Connect Ed calls to families	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training faculty and staff on how to help parents to assist children at home to increase academic achievement	Powerpoint presentations on how teachers can assist families with their children at home	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Advertise upcoming family events in local newspapers, in school newsletter, in class newsletters for grade level/class events, and on school marquee	Clerical staff as school's "Key Communicator for local newspaper, clerical staff who composes school newsletter and custodial staff who maintains marquee messages, teachers who create class newsletters	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		Teachers will learn and implement accompanying science curriculum for the newly installed photovoltaic solar system. (STEM based activities)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of knowledge and/or interest in STEM areas.	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and	District STEM TOA Administration	Monitor usage and implementation data of STEM modules.	Usage data

1		Mathematical Practices. Publicize opportunities for student and parent participation in extracurricular STEM events via website, newsletter, ConnectEd.	Science Lab teacher		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
E-Shelter Photovoltaic Science Curriculum	Grades 3-5	Science Lab Teacher Fifth Grade Teacher	Classroom Teachers	October 2012, faculty meeting	walk through observations and VSET observations	Administration Science Lab Teacher

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
Instruct teachers how to access the program's web resources and data analysis on EnergyWhiz.com	SunSense related web sites	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PD will be provided to teachers on how to develop science/math lessons using the Sunsense Photovoltaice energy system and renewable technologies	Sunsense Solar curriculum	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

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	Reading Counts	Reading Incentive Program	School budget, SAC, PTA, Donations	\$1,500.00
Writing	FCAT Writing Camp	facilitated additional instruction in writing	PTA	\$500.00
				Subtotal: \$2,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tumble Books	Online books, games and quizzes for school and home use	School budget	\$500.00
Reading	FCAT Explorer	Computer based test preparation	District/State	\$0.00
Reading	ESGI	Computer based instructional and progress monitoring program	School budget, SAC, PTA	\$695.00
CELLA	Examine available ELL instructional websites during school scheduled PLC meetings and/or at faculty meetings	ELL websites on the Volusia County Schools websites for World Languages	N/A	\$0.00
Mathematics	FCAT Explorer	Computer based test preparation	District/State	\$0.00
Science	PearsonSuccessNet	Online textbook and resources	District/State	\$0.00
Science	FCAT Explorer	Computer based test preparation	District/State	\$0.00
Attendance	Send Connect Ed messages to families of students about district policies on attendance and tardies, and to families of students who are approaching or exceeded excessive absences &/or tardies to remind them of the attendance and tardy district policies.	List of students with approaching or exceeded excessive absences or tardies provided by school social worker Clerical staff creating & sending Connect Ed messages about attendance and tardy policies	N/A	\$0.00
Parent Involvement	Advertise parent involvement activities on school website, and through Connect Ed calls to families two weeks before and the day before upcoming family events	Clerical staff website creator, Clerical staff making Connect Ed calls to families	N/A	\$0.00
STEM	Instruct teachers how to access the program's web resources and data analysis on EnergyWhiz.com	SunSense related web sites	N/A	\$0.00
				Subtotal: \$1,195.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data Chats/SRG/Intervention	Time to collaborate and plan targeted instructional groups	School based funds	\$6,300.00
CELLA	Provide PD on ELL standards, ELL instructional strategies and on available ELL instructional and support websites during school scheduled PLC meetings and/or at	ELL standards, ELL policies and procedures, ELL websites on the Volusia County Schools websites for World Languages	N/A	\$0.00

	faculty meetings.			
Mathematics	Data Chats/SRG/Intervention	Time to collaborate and plan targeted instructional groups	School based funds	\$2,000.00
Science	Offer trainings on integrating science into the literacy block, developing science literacy, differentiating science instruction, developing formative & summative science assessments based on NGSSS & CCSS, analyzing student achievement through Global Scholar's Pinnacle & Scantron reports, collaboratively planning instruction and assessments.	Science instructional trainings District Science Contact	N/A	\$0.00
Writing	FCAT Writes Coaching Day	Planning day to analyze data and plan for instruction	School funds	\$500.00
Attendance	Providing training to all K-5 teachers regarding the attendance and tardies policies and process for addressing identified students with excessive absences and/or tardies	School Social Worker, School Psychologist, School Problem-Solving Team chairs	N/A	\$0.00
Suspension	Review of CHAMPs, RtI-B, and other positive behavior program and/or materials that encourage having clear expectations and procedures throughout the campus, or that promote a positive learning environment, or assist in understanding students from diverse cultures	Overview information of Champs &/or all day workshops on Champs, RtI-B strategies.	N/A	\$0.00
Parent Involvement	Training faculty and staff on how to help parents to assist children at home to increase academic achievement	Powerpoint presentations on how teachers can assist families with their children at home	N/A	\$0.00
STEM	PD will be provided to teachers on how to develop science/math lessons using the Sunsense Photovoltaice energy system and renewable technologies	Sunsense Solar curriculum	N/A	\$0.00
				Subtotal: \$8,800.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	During school tutoring	Identified students to receive additional time to meet proficiency on standards	School budget, PTA, SAC	\$850.00
CELLA	Provide instruction on ways ELL families can assist children at home with literacy learning at school meetings with ELL families	ESOL paraprofessional meetings with ELL parents	N/A	\$0.00
Mathematics	During school intervention	Identified students to receive additional time to meet proficiency on standards	School budget	\$850.00
	Advertise upcoming family events in local newspapers, in school	Clerical staff as school's "Key Communicator for local newspaper, clerical staff who composes		

Parent Involvement	newsletter, in class newsletters for grade level/class events, and on school marquee	school newsletter and custodial staff who maintains marquee messages, teachers who create class newsletters	N/A	\$0.00
				Subtotal: \$1,700.00
				Grand Total: \$13,695.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Purchase of ESGI for classroom use	\$350.00
Mini-grants to support SIP goals	\$700.00

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

September- Share school data, discuss member expectation, meeting schedule, SAC training topics.

October/November- Share draft of SIP, approval of recognition funds dispersal, discuss pertinent legislative issues.

December/January- midyear progress report on goal status, discuss correlation between goals and FCAT 2.0, continue SAC training.

February/ March- gather public input, continue SAC training, planning for climate survey.

April/May- Climate surveys, report on FCAT testing, recruit new SAC members, hold elections, summarize the year and celebrate successes, final budget report.

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 DEBARY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	90%	78%	70%	320	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	69%	74%			143	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?	61% (YES)	72% (YES)			133	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					596	
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 DEBARY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	82%	79%	68%	311	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	61%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	42% (NO)	62% (YES)			104	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					540	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested