

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOUTH DAYTONA ELEMENTARY SCHOOL

District Name: Volusia

Principal: Dr. Carolyn Burhans

SAC Chair: Amy Wadsworth

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/18/2012

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

Dr. Mike Grego, Chancellor
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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	Dr. Carolyn Burhans	EDD-University of Central Florida MS- Nova Southeastern University BS-Georgia Southern University	8	18	<p>2011-2012 C School, (52%R,43%M) (LG-62%R, 60%M) (LQ-58%R,60%M) (AMO: 2011-2012-56%R,) (AMO: 2012-2013-60%R)</p> <p>2010-2011 B School, AYP-79%(70%R,72%M; 60%R,66%M; 56%R, 69%M*)(LG-60%R,66%M) (LQ-56%R, 69%M)</p> <p>2009-2010 A School, AYP-82%(76%R73%M; 63%R65%M; 54%R66%M*) (LG-63%R, 65%M) (LQ-54%R,66%M)</p> <p>2008-2009 A School, AYP92% (79%R75%M; 70%R61%M; 53%R59%M*) (LG-70%R,61%M) (LQ-53%R,59%M)</p> <p>2007-2008 B School, AYP97% (84%R77%M; 69%R64%M; 63%R52%M*) (LG-69%R,64%M) (LQ-63%R,52%M)</p> <p>2006-2007 A School, AYP 95%(81%R74%M; 70%R67M; 65%R70%M*)</p>

					(LG-70%R,67%M) (LQ-65%R,70%M) I am considered a highly qualified administrator because I have earned advanced degrees. I have led the school to high levels of learning based upon standardized test score results. I have implemented the professional learning community concept schoolwide.
Assis Principal	Gregory Schwartz	MS-Nova Southeastern University BA-Hanover College	1	1	N/A First year administrator

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All	Lianne Fernandez	Elementary 1-6 Reading K-12	8	2	2011-2012 2010-2011 B School, AYP-79%(70%R, 72% M, 60%R, 66%M, 56%R, 69%MK) 2009-2010 A School, AYP-82% (76%R, 73%M, 63%R, 65%M, 54%R, 66%M) 2008-2009 A School AYP-92% (79%R, 75% M, 70%R, 61%M,53%R, 59%M) 2007-2008 B School, AYP- 97% (84%R, 77%M, 69%R, 64%M, 63%R, 52%M)
Math	Leslie Wiggins	Bachelor of Science FSU 1990 Elementary Education	13		N/A First Year Coach

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New Teacher Mentoring	Administration	June 2013	
2	Leadership Opportunites	Administration	June 2013	
3	Professional Development	Adminstration/ Coaches	June 2013	
4	PLC Activities	PLC Teams	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	0.0%(0)	17.2%(10)	25.9%(15)	56.9%(33)	27.6%(16)	100.0%(58)	17.2%(10)	8.6%(5)	50.0%(29)

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
Marielaina Lewis	Melissa Cooper	Ms. Cooper is new to the first grade team and is being mentored by a highly qualified first grade teacher	Coaching, observations, 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

Programs supported by Title I at South Daytona Elementary include:

- *Reading Intervention Teacher to provide interventions for students in need via a push-in model
- *Math Coach for the purpose of comprehensive staff development
- *Academic Coach for the purpose of comprehensive staff development
- *Supplemental Tutoring after school
- *Supplemental Materials and supplies needed to close the achievement gap
- *Supplemental funds for on-going staff development as determined by the results of FCAT data
- *Supplemental Funds for comprehensive staff development
- *Reading Intervention Teacher dedicates a percentage of her time to parental involvement program.

Title I, Part C- Migrant

No Migrant Students

Title I, Part D

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

Title II

The district receives federal funds to provide access to Professional Development

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. South Daytona Elementary utilizes these resources through the following:

- *After School Tutoring in Math
- *After School Tutoring in Reading

Violence Prevention Programs

South Daytona Elementary offers the following non-violence and anti-drug programs:

- *Student Mentoring Program
- *Peer Mediation Program
- *Crisis Training Program
- *Suicide Prevention Program
- *Bully Prevention Program
- *SHINES

Nutrition Programs

South Daytona Elementary offers a variety of nutrition programs including:

- *Free and Reduced Meal Plan
- *Wellness Policy School Plan
- *Nutritional Choice Plan
- *Health Classes through physical education
- *Girls on the Run

Housing Programs

N/A

Head Start

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

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

Adult Education

N/A

Career and Technical Education

South Daytona Elementary offers the annual Junior Achievement Program.

Job Training

South Daytona Elementary offers student career awareness opportunities through Jr. Achievement programs, guest speakers from business and industry, and field trips to business and industry locations.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

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 Tier2/3 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 teacher. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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

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

STEM teacher: Stem Teacher incorporates and utilizes STEM strategies in classroom, and also sponsors Robotics Team after school club.

In-school Teachers on Assignment: In-school teachers on assignment provide classroom lesson support in intermediate and primary grades.

Media Specialist: Media Specialist provides additional learning opportunities and support for teachers and students.

Common Core Curriculum Representative: Liason in bringing information regarding Common Core Curriculum to teachers.

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

The school's RtI leadership team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The Pst is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialist, intervention teachers, school psychologist, speech/langauge clinician, school counselor, school social worker and ad hoc teachers. In additions, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1)"How will we respond when they don't learn?" and 2) How will we respond when they already know it?: The team meets regularly to engage in the following activities: Review universal screening data and link to

instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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

The Problem Solving/Rti Leadership Team met with the principal to help develop the SIP. The team provided data on: Tier 1,2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

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

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 students 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.

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

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 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 school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal
Assistant Principal
K-1, Media Representative

2-3, ESE Representative
4-5, Special Area Representative
SAC Chair
Guidance Counselor
Academic Coach
Math Coach
Reading Intervention Teacher
Common Core State Standards Curriculum Liaison
School Psychologist

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

The Literacy Leadership Team meets monthly to discuss and communicate strategies and information necessary to promote student learning at high levels.

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

School Psychologist: Assists team 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 are of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

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. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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

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

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

The Literacy Leadership Team focuses on ways to increase parental involvement in the students' learning process. The Literacy Leadership Team designs professional development experiences based on teacher and student needs.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 10/3/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- * Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- * Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- * Providing to the pre-school agencies kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*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?

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?

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](#)

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 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (92)	29% (97)

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.	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction, including offered after school tutoring, using scientifically research based reading strategies.	Teachers InterventionTeacher Administration	Ongoing monitoring of reading formative and summative assessment data using Pinnacle. 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
2	Lack of parent understanding of how to help their child	Provide Parent workshops on academic strategies to use in the home	Parent Liaison	Evaluations	Parent Survey

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of our students scored at 4,5,6 in reading (100%-scored Level 7)	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				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase by 5% in grades 3,4,and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27 %(102)	32%(107)

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 enrichment materials in reading.	Apply for grant	Media specialist	Ongoing monitoring using Reading Counts	Reading Counts data will be used for evaluation
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administration Teachers	Ongoing monitoring of formative and summative assessment data using Pinnacle. Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, FCAT results
3	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Use of higher level literature in Literature Circles, Socratic Seminars, Close Reading and/or Reciprocal Teaching strategies.	Academic Coach Classroom Teacher	Ratio of higher-level questions to lower-level	Walk-throughs, Reading assessment data, and 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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	100% of students taking the Florida Alternate Assessment will score a level 7 in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
100 % (3)	100%

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				

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (133) making learning gains	67% (140) making learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mobility rate is high	Closely monitor incoming students with data warehouse	Reading intervention teacher and classroom 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 and FCAT results
2	Understanding of rigor in comprehension interim assessment	Provide after school tutoring in reading	Reading intervention teacher and classroom teachers	Thinking Maps, Interactive reading notebooks	District Interim reading assessment
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
4	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Reading Intervention teacher and the classroom teacher assisted by the evaluation and monitoring of the administrative team.	Reading Intervention Teacher Academic Coach Administration	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

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:	100% of students taking the Florida Alternate Assessment will make learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1)	100%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	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:	Students in the lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (32) making learning gains	58% (34) making learning gain

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing a high mobility rate impacting the stability of our lowest 25%	Provide after school tutoring in reading. Provide intervention services during the day.	Reading Intervention teacher CRT Tutoring teachers	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	District Assessments and FCAT Results
2	Funds for tutoring	Provide parents with free/reduced meal information	Administrator	Receiving the funds	Consistent participation of students in the tutoring program. Pre/post tests
3	Lack of reading materials in the home	Parent to Kid books are available for checkout. Reading counts is available in the media center before school.	Reading Intervention Teacher Classroom Teacher	Ongoing monitoring of classroom assessments	Classroom performance on summative assessments using Pinnacle.
4	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 (60% proficient) or through Safe Harbor (57% proficient). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	60%	64%	68%	72%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013 all subgroups will score a Level 3 or higher by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 59%% Black: 40% Hispanic: 55%	White: 63% Black: 46% Hispanic: 60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	White and Black Students struggle with reading skills due to background knowledge and experiences. Hispanic- N/A, Asian- N/A, American Indian N/A	Providing tutoring after school and intervention services during school, so that students will make gains	Reading Intervention Teacher	Ongoing monitoring of formative assessments and teacher observation by Principal	District Assessments and FCAT Results
2	Lack of vocabulary skills	Paraprofessional will monitor a word of the day board to increase vocabulary.	ESL paraprofessional	Number of students participating in the activity	District assessments
3	Lack of technology in the home	Computer lab is open before school three days a week for students and parents	Reading intervention teacher	Number of parents registered for Parent Portal	Crosspointe data

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor (33%).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD 26% proficient	SWD 33% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational 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	Ongoing monitoring of formative assessments

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, no fewer than 52% of our ED students will score at a Level 3 or higher in reading.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	47%

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.	Provide before, during and after school tutoring. Open the computer lab before school to provide opportunities to use technology for those students who don't have it in their home.	Reading intervention teacher	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and FCAT results
2	Parent education	Provide parent workshops to explain curriculum and resources.	Intervention teachers	Workshop evaluations	Parent Title One survey
3	Student understanding of vocabulary	Word of the Day activities will be provided for students before school.	Teacher	Ongoing progress monitoring	District assessments and FCAT results
4	Lack of books in student's home.	Media Specialist will provide a "Book Swap" for those in need allowing students to pick up and exchange books.	Media Specialist	Classroom teacher and parent feedback.	

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
Phoneme/Graphing/Mapping	All	Academic Coach	Grade Level Teams	Twice Yearly	Teacher observation, Thinking Maps	Academic Coach/All
When Readers Struggle	All	Academic Coach	Grade Level Teams	Quarterly	Teacher observation, Thinking Maps	Academic Coach/All
Data Analysis	All	Team	Grade Level Teams	Quarterly	Pre/post tests; formatives, Pinnacle	Teams
Reading Comprehension	All	Academic Coach	Schoolwide	Quarterly	Coaching/observation	Academic Coach
Clickers/Mobi/iPad training	All	District	Schoolwide	Quarterly	Usage Reports	Grade 2-5 teachers
Model Lessons	Grade 2,3	Reading Intervention Teacher	Grade 2 and Grade 3 teachers	Quarterly	CFA's for skill modeled during lesson	Grade 2, Grade 3 teachers
Kagan Training	All	Kagan Representative	K-5	Annually	Observation	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Rally Education Program	Title I Funds	\$1,437.00
Reading	Reading Counts	School Funds	\$300.00
Reading	Thinking Map Manuals	Title I Funds	\$1,000.00
			Subtotal: \$2,737.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	FCAT Explorer		\$0.00
Differentiated Instruction	McMillan Website		\$0.00
Early Reading Intervention	Waterford	Title I Funds	\$2,000.00
Reading	Brainpop/Brainpop Jr.	School Funds	\$2,500.00
Clicker/InterWrite	Clickers/Mobis	Title I Funds	\$3,000.00
iPads	iPads	Title I Funds	\$0.00
Ladybugs	Ladybugs	Title I Funds	\$0.00
BYOT/LTC	BYOT/LTC		\$0.00
			Subtotal: \$7,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Initiative Conferences	Instruction & Assessment	Title I Funds	\$0.00
Instructional/Assessment Conferences	Instruction & Assessment	Title I Funds	\$8,000.00
When Readers Struggle	Professional Journals	Title I Funds	\$7,500.00
			Subtotal: \$15,500.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Comprehension/Vocabulary	After School Tutoring	Title I Funds	\$15,280.00
			Subtotal: \$15,280.00
			Grand Total: \$41,017.00

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 2%.			
2012 Current Percent of Students Proficient in listening/speaking:					
24% (5)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator ELL Contact	Ongoing monitoring of formative assessments and teacher observation by principal	CELLA, IPT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional developments related to effective instructional practices for teaching ELLs.	Administrator ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal.	CELLA, IPT, 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 2%.
2012 Current Percent of Students Proficient in reading:	
19%(4)	
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, 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 ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, 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 2%.

2012 Current Percent of Students Proficient in writing:

52%(11)

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 ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, 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 ELL Contact	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, FCAT, District Assessments

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 5% in grades 3,4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (102)	32 (107)

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	Provide after school tutoring to specific areas of skill weakness. Provide specific skill intervention within the classroom.	Classroom teacher	Ongoing classroom and tutoring, formative assessments	Interim District Assessments, Formative/Summative Semester Assessments and FCAT results
2	Excessive absences and tardies	Work with social worker and PST chair to develop a plan to get student to school and on time	Classroom Teacher Attendance Clerk	Daily attendance card Crosspoint	Daily attendance card Crosspoint
3	Lack of parent understanding-how to help child	Parent curriculum workshop	Parent Liaison	Parent Evaluations	Parent Survey
4	1.4 Teachers are not yet familiar with the Common Core Standards in Math	1.4 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	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:	100% of students taking the Florida Alternate Assessment will score at Levels 4,5,6 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3)	100%

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				

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 Level 4 and 5) in mathematics will increase by 5% in grades 3,4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (59)	20% (62)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase advanced math materials.	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics - specific to the higher level learner	Math Academic Coach & Administrator	Increased student achievement and implementation of strategies in the delivery of instruction	Interim District Assessments, Formative/Summative Semester Assessments and FCAT results

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

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				

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

3a. FCAT 2.0: Percentage of students making learning	
--	--

gains in mathematics. Mathematics Goal #3a:	Students making Learning Gains in mathematics will increase by 5% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%(129)making Learning Gains	62% (135) making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing an increased mobility rate that is influencing the percentage of students making learning gains.	Closely monitor incoming students through Data Warehouse; Walk to intervention	Classroom teacher and 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	Interim District Assessments, Formative/Summative Semester Assessments, and FCAT results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	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
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in lowest 25% making Learning Gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (33) making Learning Gains	61% (35) making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing an increased mobility rate impacting the stability of our lowest 25%.	Provide after school tutoring Walk to intervention	Instructional Tutor Classroom Teachers	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Interim District Assessments, DA Assessment, and FCAT results
2	Understanding the rigor of the level of FCAT	Walk to intervention	Grade level teams	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Interim District Assessments, DA Assessment, and FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (57% proficient) or through Safe Harbor (49% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43%	57%	61%	65%	70%	

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:	The percentage of students with below grade level performance in mathematics will decrease by 5% in each subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White - 70%(30% not proficient), Black-51% (49% not proficient), Hispanic- N/A, Asian - N/A, American Indian-N/A	White - 75% Black 56%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of technology in the home	Open Learning/Math Labs before school	Reading Intervention Teacher and Math Coach	Ongoing monitoring of formative assessments and teacher observations	Interim Assessments and FCAT results
2	Lack of hands on experiences	Provide training opportunities to teachers in Thinking Math	Math Coach	Ongoing monitoring of formative assessments and teacher observations	Interim District Assessments, Florida Formative/Summative Assessment, and FCAT results
3	Lack of background knowledge/math vocabulary	Mathematics based curriculum parent workshop Musical Math CD's	Math Coach, Reading Intervention Teacher and Administration	Parent and student survey	Teacher and Administration observation

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

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

Problem-Solving Process to Increase Student Achievement

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

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:	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
No Data Submitted				

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:	Percentage of Economically Disadvantaged students not making Adequate Yearly Progress will decrease by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% not making AYP	32% not making AYP

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	Provide after school tutoring targeted to specific areas of skill weakness Provide specific skill intervention within the classroom	Teachers providing tutoring, classroom teacher	Ongoing classroom and tutoring 5D.1 Formative assessments and teacher observations	Interim Assessments, DA Assessments and FCAT Results
2	Lack of parent understanding - how to help child	Parent curriculum workshop	Parent Liaison	Parent Evaluations	Parent Survey

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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Research-based materials	Title I Funds	\$500.00
Thinking Maps	Graphic Organizers for Math	Title I Funds	\$325.00
			Subtotal: \$825.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pearson Success Net Differentiated Instruction	Website for Math Series		\$0.00
Brainpop/Brainpop,Jr.	Website	School Funds	\$1,000.00
Safari Montage	Videos demononstrating strategies		\$0.00
IXL.com	Webssite for Math Skills Practice	Title I Funds	\$4,000.00
			Subtotal: \$5,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction/Data Analysis	Gift of Time	Title I	\$0.00
Thinking Math I & II	Math Instruction Training	Title I Funds	\$4,500.00
Standards Referenced Grading	Research-based materials	Title I Funds	\$1,000.00
			Subtotal: \$5,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data

No Data

No Data

\$0.00

Subtotal: \$0.00

Grand Total: \$11,325.00

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:		Forty-two percent of the 5th grade students will score a level 3 or higher on the 2013 FCAT Science.			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
37%(48)			42% (50)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigor of exam	Review state released items whole and small group for test taking strategies	Classroom teacher, Administration	Review interim assessment data on cluster being reviewed	Classroom data, common formative assessments, FCAT data
2	Students have difficulty with critical thinking	Interactive Science Journals, ScienceSaurus used in centers; Inquiry based hands-on activities	Classroom teacher, Administration	Teacher collects and evaluates journal to monitor progress in understanding concepts	Interactive Science Journals
3	Terminology and vocabulary	Play science music before science lessons and during daily transitions. ThinkCentral.com used with digital lesson/labs introducing and demonstrating use of vocabulary and terminology.	Classroom Teacher, Administration	Students engagement in lyrics and ability to relate to content Students engagement with technology and ability to interact with lessons.	District Interim Assessments, Common Formative assessments, Science Fusion lesson quizzes and Unit Benchmark Test

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				

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:	Eighteen percent of the 5th grade students will score a level 4 and higher on the 2012 FCAT Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(17)	18%(18)

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	Additional time throughout the school day for advanced science lessons	After school science clubs facilitated by classroom (STEM) teacher	Classroom teacher (STEM)	Active engagement by students in after school science clubs Competitions attended by club members	Interim assessments, FCAT data
2	Vocabulary and terminology on FCAT	Use probe books as a class and in centers to review and self-correct	Classroom teacher, administration	Evaluate interactive notebooks for mastery of terms	Interactive notebooks
3	Technology not readily available to students	Allow students to use classroom and computer lab for FCAT Explorer Technology purchased (iPads) and BYOT/LTC programs initiated	Classroom Teacher, Administration	Evaluate student report by looking for clusters of increased knowledge	FCAT Explorer print out

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	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
STEM Topics	K-5	Academic Coach	Schoolwide	3 times per year	Formative/Summative	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Hands- on learning inquiry	Students participate in cultivating gardens from seeds and plants and maintaining these plants, thus providing both learning opportunities and life skills useful for their future.	FUTURES Garden Grant	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
ThinkCentral.com	Web site		\$0.00
Brainpop/Brainpop,Jr.	Web site		\$0.00
Happy Scientist.com	Web site		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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 in 4th grade scoring 3.0 or higher will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
3.0 and higher 69% (77)	3.0 and higher (74%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have to write either to a narrative or expository prompt.	Practice a variety of writing genres to allow for varied writing situations	Classroom teacher, academic coach	Teachers give frequent common formative assessments	Common formative assessments, district writing prompts
2	Editing and revising skills are weak	Editing and revising lessons will be used in whole group lessons and individual conferencing	Classroom teacher, Administration	Sample writing picked up randomly by teacher for evidence of editing and revision work	District guidelines for grading language arts

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:	100% of students taking the Florida Alternate Assessment will score a 4 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100%

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

Writing Budget:

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

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	To reduce the number of students arriving late to school and to decrease the number of absences by 1 student by May 2013
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94% (833)	94%(749)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
351	350
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
234	233
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents who do not bring students to school on time	Connect ED messages to remind parents of start time and importance of being on time	Assistant Principal	Monitor the number of tardies following Connect-ED calls	End of year tardy report
2	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts w/student and/or parent/guardian	Administrators, Teachers, Attendance Clerk, School Counselors, , School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports

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

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

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

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student Ambassadors	Incentives	None	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Portal	Web based parent resource		\$0.00
Parental Involvement	Parent Involvement Contacgt	Title I School Funds	\$700.00
			Subtotal: \$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00

Grand Total: \$700.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal # 1:	To reduce the number of suspensions by 1 student by May 2013				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
64	63				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
43	42				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
159	158				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
69	68				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents' inability to participate due to work schedule or lack of transportation	Expand the school mentoring program	Assistant Principal/Guidance Counselor	Provide mentors for identified students	End of year suspension data
2	Large school population presents problems associated with size.	Develop procedures which help students understand and achieve expectations	Administration Teachers	Champs Training Effectiveness	End of year suspension data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Champs Training	K-5, Special Area	Chuck Yerger	School-wide	December 2012	Behavior Leadership Team	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Champs Training	Classroom Behavior Management	Title I Funds	\$2,200.00
			Subtotal: \$2,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,200.00

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:		To increase the level of parental involvement by 1% (509) by May 2012			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
507		509			
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
	Parent schedules	Offer training	Parent	Attendance records of	Achievement data

1		opportunities at various times throughout the day and evening	Involvement Contact	training sessions	on students whose parents participated in training sessions
2	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			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 produce 2 new project-based STEM lessons.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices	District STEM TOA Administration	Monitor usage and implementation data of STEM Modules	Usage data

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

New SIP Strategy:

"Walk to School: Safe is Cool" Initiative Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. New SIP Strategy: "Walk to School: Safe is Cool" Initiative Goal New SIP Strategy: "Walk to School: Safe is Cool" Initiative Goal #1:			To increase safety awareness for parents and students who either walk or ride bicycles to school		
2012 Current level:			2013 Expected level:		
100% of our students arrive safely to school			100% of our students arrive safely to 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	Students are unaware of traffic rules and ways to ride/walk defensively.	Weekly videos for students showing safety rules for both walking and riding bicycles to and from school.	Assistant Principal/Media Specialist	Observation/Safety Statistics	End of year data

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

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

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

Budget:

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

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

End of New SIP Strategy:

"Walk to School: Safe is Cool" Initiative Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Rally Education Program	Title I Funds	\$1,437.00
Reading	Reading	Reading Counts	School Funds	\$300.00
Reading	Reading	Thinking Map Manuals	Title I Funds	\$1,000.00
Mathematics	Differentiated Instruction	Research-based materials	Title I Funds	\$500.00
Mathematics	Thinking Maps	Graphic Organizers for Math	Title I Funds	\$325.00
Science	Hands- on learning inquiry	Students participate in cultivating gardens from seeds and plants and maintaining these plants, thus providing both learning opportunities and life skills useful for their future.	FUTURES Garden Grant	\$500.00
Attendance	Student Ambassadors	Incentives	None	\$0.00
Suspension	Champs Training	Classroom Behavior Management	Title I Funds	\$2,200.00
				Subtotal: \$6,262.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	FCAT Explorer		\$0.00
Reading	Differentiated Instruction	McMillan Website		\$0.00
Reading	Early Reading Intervention	Waterford	Title I Funds	\$2,000.00
Reading	Reading	Brainpop/Brainpop Jr.	School Funds	\$2,500.00
Reading	Clicker/InterWrite	Clickers/Mobis	Title I Funds	\$3,000.00
Reading	iPads	iPads	Title I Funds	\$0.00
Reading	Ladybugs	Ladybugs	Title I Funds	\$0.00
Reading	BYOT/LTC	BYOT/LTC		\$0.00
Mathematics	Pearson Success Net Differentiated Instruction	Website for Math Series		\$0.00
Mathematics	Brainpop/Brainpop,Jr.	Website	School Funds	\$1,000.00
Mathematics	Safari Montage	Videos demononstrating strategies		\$0.00
Mathematics	IXL.com	Webssite for Math Skills Practice	Title I Funds	\$4,000.00
Science	ThinkCentral.com	Web site		\$0.00
Science	Brainpop/Brainpop,Jr.	Web site		\$0.00
Science	Happy Scientist.com	Web site		\$0.00
Attendance	Parent Portal	Web based parent resource		\$0.00
Attendance	Parental Involvement	Parent Involvement Contactg	Title I School Funds	\$700.00
				Subtotal: \$13,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Initiative Conferences	Instruction & Assessment	Title I Funds	\$0.00
Reading	Instructional/Assessment Conferences	Instruction & Assessment	Title I Funds	\$8,000.00
Reading	When Readers Struggle	Professional Journals	Title I Funds	\$7,500.00
Mathematics	Differentiated Instruction/Data Analysis	Gift of Time	Title I	\$0.00
Mathematics	Thinking Math I & II	Math Instruction Training	Title I Funds	\$4,500.00
Mathematics	Standards Referenced Grading	Research-based materials	Title I Funds	\$1,000.00

				Subtotal: \$21,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Comprehension/Vocabulary	After School Tutoring	Title I Funds	\$15,280.00
				Subtotal: \$15,280.00
				Grand Total: \$55,742.00

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.

[View uploaded file](#) (Uploaded on 10/17/2012)

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
Technology, instructional conferences	\$3,370.67

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

Meet monthly to discuss and approve:
 SAC Meeting Minutes
 Approve roster changes of SAC committee
 Approve distribution of School Improvement Funds
 Discuss Parental Involvement Activities

Review/revise Student/Parent/Teacher Compact
 Review/revise School Advisory Council By-Laws

Facilitate approval of the School Improvement Plan

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 SOUTH DAYTONA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	72%	79%	51%	272	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	66%			126	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?	56% (YES)	69% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					523	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District SOUTH DAYTONA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	73%	77%	63%	289	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	63%	65%			128	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?	54% (YES)	66% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested