

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: EDITH I. STARKE ELEMENTARY SCHOOL

District Name: Volusia

Principal: Torrence Broxton

SAC Chair: Laurie LaMondie

Superintendent: Margaret Smith

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

Last Modified on: 10/18/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
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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	Torrence Broxton	BS Elementary Education Masters in Ed Leadership	4	7	2012 – C School, (40% R/39% M; 48% R/31% M; 42% R/59% M) 2011 - B School, AYP 85%, (84%R/83%M); (63%R/54%M); (42%R/47%M) 2010 - B School, AYP 90%, (82%R/85%M; 60%R/63%M; 38%R, 53%M) 2009 - A School, AYP 92%, (86%R/88%M; 73%R/71%M; 60%R, 66%M) 2008 - A School, AYP 97% (90%R/81%M; 74%R/83%M; 73%R/80%M) 2007 - A School, AYP 100%(83%R/67%M; 96%R/67%; 94%R/60%M) 2006 - B School, AYP 95% (74%R/54%M; 59%R/71%; 53%R/NA-M) Prior to 2006, I was a highly qualified

					administrator who continually improved and updated my leadership skills through ongoing professional development. I worked to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.
Assis Principal	Shannon Hay	BS in Elementary Education Masters in Educational Leadership	3	3	2012 – C School, (40% R/39% M; 48% R/31% M; 42% R/59% M) 2011- B school, AYP 85%, (84%R/83%M); (63%R/54%M); (42%R/47%M)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Laurie LaMondie	BS Business Administration Masters in Special Ed National Board Certified ESOL Endorsement Reading Endorsement	1	1	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	1. Deliberate Practice	Administration Identified District and School Personnel	June 2013	
2	2. Staff Development	Administration Identified District and School Personnel	June 2013	
3	3. Professional Learning Communittees (PLC)	All faculty	June 2013	
4	4. Stetson University Professional Development School	Stetson University Starke Faculty and Staff	June 2013	
5	5. Mentors	Identified School Personnel	June 2013	
6	6. High Performing Classroom Visits	Identified School Personnel	June 2013	
7	7. Celebrate/recognize Teachers	Faculty and Staff	June 2013	
8	8. Coaches	Identified School Personnel	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an

effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3% (1)	* Providing modules/classes in content area for completion * Access to certification test information

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
30	16.7%(5)	13.3%(4)	50.0%(15)	20.0%(6)	30.0%(9)	96.7%(29)	10.0%(3)	6.7%(2)	50.0%(15)

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
Megan LaCombe	Michael Phillips	District-assigned Peer Assistance and Review (PAR) Teacher	Observations Collaboration
Alex Sanchez	Michael Phillips	District-assigned Peer Assistance and Review (PAR) Teacher	Observations Collaboration
Karis Chandler	Michael Phillips	District-assigned Peer Assistance and Review (PAR) Teacher	Observations Collaboration
Nancy Perez	Michael Phillips	District-assigned Peer Assistance and Review (PAR) Teacher	Observations Collaboration
Sasha Cartegna	Michael Phillips	District-assigned Peer Assistance and Review (PAR) Teacher	Observations Collaboration

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other

Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Edith I. Starke include:

- Academic Coach for the purpose of comprehension staff development
- Family Center Para-professional who facilitates our parent involvement program
- Reading Intervention Teachers to provide interventions for students in need via a push-in model
- Supplemental Tutoring during or 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

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

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

- * Buddy, Duddy, and Bully
- * Be Cool
- * DARE Program
- * Second Step

Nutrition Programs

Edith I. Starke offers a variety of nutrition programs including:

- * Free and Reduced Meal Plan
- * Team Nutrition School
- * United States Department of Agriculture Fresh Fruit and Vegetable Program

- * Personal Fitness Classes
- * Girls on the Run Club
- * Junior Olympics

Housing Programs

n/a

Head Start

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

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

Adult Education

n/a

Career and Technical Education

n/a

Job Training

Edith I. Starke offers students' career awareness opportunities Jr. Achievement programs, job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administration

- *Provides a common vision
- *Ensures the implementation of Progress Monitoring
- *Ensures the implementation of RtI
- *Ensures the implementation of PST
- *Provides/encourages professional development
- *Communicates with all stakeholders
- *Reviews AYP and subgroup data
- *Reviews data, meets with identified staff
- *Encourages grade level discussions and sharing of highly effective strategies/lessons

School Psychologist

- *Assist in the interpretation of data
- *Ensures that on-going progress monitoring is in place

Academic Coach

- *Develop, lead, and evaluate school core content standards/programs
- *Identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches
- *Identify systematic patterns of student need
- *Work with district personnel to identify appropriate, evidence-based intervention strategies
- *Participate in the design and delivery of professional development
- *Meet with groups of identified students
- *Model lessons

Select General Education Teachers

- *Provide information about core instruction
- *Participate in student data/collection
- *Deliver Tier 1 instruction/intervention
- *Collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities

Exceptional Student Education Teachers

- *Participate in student data collection
- *Integrate core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching
- *Encompass Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data

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

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

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

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration:

- *Provides a common vision
- *Communicates with all stakeholders
- *Encourages grade level discussions and sharing of highly effective strategies/lessons

Academic Coach:

- *Provides a common vision
- *Identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches
- *Provide information about core instruction
- *Participate in student data collection

Media Specialist:

- *Provides a common vision
- *Participates in student data collection

Teachers:

- *Provide information about core instruction
- *Participate in student data collection
- *Deliver Tier 1 instruction/intervention
- *Collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities

Exceptional Student Education (ESE) Teachers:

- *Participate in student data collection
- *Integrate core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching
- *Encompass Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data

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

The school based Literacy Leadership Team (LLT) is responsible for creating a climate that encourages reading, and addresses literacy concerns that develop across the grade levels. The LLT identifies school based resources (both materials and personnel) that are available for students that include: individual, class-wide, and school-wide incentives. The school-based LLT meets regularly throughout the school year in order to address literacy throughout the year, as well as to monitor and review student data, based on Reading Counts.

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

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, LLT seeks to create a reading atmosphere that engages and encourages students to read. The LLT has developed/utilizes many programs to celebrate the students and reading, which include: Reading Family Nights, Reading Counts Incentives, Principal's 100 Book Challenge, Story Book Character Program, Lunch and Reading Events, and school-wide celebrations of literacy. The LLT supports teachers through the interpretation of literacy strategies and providing professional development opportunities to improve literacy achievement.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/24/2012)

*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 local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

n/a

*High Schools Only

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

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

n/a

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

n/a

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (30)	23% (38)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administration 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 using formative data.	Pinnacle Data FCAT Results Achievement Series
4	Large number of students low SES, ELL, or other ethnic minorities, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim assessments will receive additional reading instruction through the Walk to Intervention	Academic Coach Administration Teachers	Ongoing monitoring of reading formative and summative assessments data Track students growth using performance	Pinnacle Data FCAT Results Achievement Series

		Model.		matters and meeting regularly as grade-level teams to foster growth among all students using formative data	
5	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
6	Funding for materials Time Volunteers	Provide students access to materials which can include books with differentiated activities, games that focus on Common Core State Standards	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
7	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
8	Additional time within the school day to provide intensive interventions	Plus One Integrate reading through other content areas	Academic Coach Teachers	Ongoing monitoring of reading rate and comprehension	Pinnacle Data FCAT Results Achievement Series
9	Difficulties with students participating in afterschool tutoring	Implement a before and during school program Saturday FCAT Camp	Administration Academic Coach	Ongoing monitoring of formative assessments and student performance	Pinnacle Data FCAT Results Achievement Series
10	Consistent implementation, funding for materials	Teachers will deliver vocabulary instruction using Elements of Reading: Vocabulary during the Walk to Intervention model	Reading Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at Levels 4,5, and 6 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations of Unique Learning System for Access courses	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative	Unique Reports FAA Scores

		Follow-up coaching provided by program specialists		observation tools	
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress using Unique Reports	Unique Reports FAA Scores
3	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
4	Additional time within the school day to provide intensive interventions	Plus One	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 2% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (21)	17% (29)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
	Adequate time for teachers to review data, plan instruction, and deliver the instruction	Teams (with the support of the coaching staff) will meet weekly in Professional Learning	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series

2	within the school day.	Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	
3	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
4	Funding for materials Time Volunteers	Provide students access to materials which can include books with differentiated activities, games that focus on Common Core State Standards	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
5	Funding for materials Time Volunteers	Provide students access to materials which can include books with differentiated activities, games that focus on Common Core State Standards	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
6	More rigorous instruction is needed, with more opportunities for higher level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-through

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	52%

Problem-Solving Process to Increase Student Achievement

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

2	collaboration time amongst teachers of students with cognitive disabilities	course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	ESE Team	Check student progress using Unique Reports	Survey
3	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (39)	50% (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	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series

3		strategies Coaching of teachers to provide effective feedback			
4	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team	Academic Coach Administration Teachers	FAIR assessment 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 Achievement Series
5	Teachings using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Academic Coach Administration Lead Teachers	Monitor district interim assessments	FAIR Assessment FCAT Results Achievement Series

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%	22%

Problem-Solving Process to Increase Student Achievement

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

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

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 in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43%(9)	46%(12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	Large number of students low SES, ELL, or other ethnic minorities, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim assessments will receive additional reading instruction through the Walk to Intervention Model.	Academic Coach Administration Teachers	Ongoing monitoring of reading formative and summative assessments data Track students growth using performance matters and meeting regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
4	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
	Funding for materials Time	Provide students access to materials which can	Academic Coach Administration	Ongoing monitoring of formative and summative	Pinnacle Data FCAT Results

5	Volunteers	include books with differentiated activities, games that focus on Common Core State Standards	Teachers	assessment data	Achievement Series
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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 (49% proficient). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	64	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 44% Black: 61% Hispanic: 68% Asian: n/a American Indian: n/a	White: 39% Black: 59% Hispanic: 47% Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies for ELL students. Follow up and coaching will be provided	Academic Coach Administration	Ongoing monitoring of formative assessments and teacher observations by administration	FCAT Results Achievement Series
3	Adequate time and staff to schedule the many high risk students	Plus One Intervention teachers and Tutors will provide supplemental instruction to identified students	Academic Coach Administration Teachers Tutors	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series

4	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
English Language Learners: 43% proficient	English Language Learners: 48% 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	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time and staff to schedule the many high risk students	Plus One Intervention teachers and Tutors will provide supplemental instruction to identified students	Academic Coach Administration Teachers Tutors	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
3	Challenges of working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day Teach essential content words in depth Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series

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

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

SWD: 27% 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	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
3	The individual needs of students in the Exceptional Student Education program are not being met.	Provide intensive systematic instruction on three foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three to five times a week, for 20 to 40 minutes	Academic Coach Administration ESE Team	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
4	Adequate time and staff to schedule the many high risk students	Plus One Intervention teachers and Tutors will provide supplemental instruction to identified students	Academic Coach Administration Teachers Tutors	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series

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.

In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.

Reading Goal #5E:

2012 Current Level of Performance:

2013 Expected Level of Performance:

ED: 43% proficient

ED: 48% 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	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
2	Challenges of working with student who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasized a unified, systematic approach to teaching vocabulary using research-based strategies	Academic Coach Administration Literacy Leadership Team	Classroom Walk-through Literacy Leadership Team Meetings	VSET Observations Domain 3
3	No anticipated barriers	UNRA(A)VEL Reading strategy	Reading Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
4	Time and adequate staff to schedule the many high risk students.	Reading Intervention teachers will provide supplemental reading instruction to identified students.	Reading Coach Administrator Teachers Reading Intervention Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results

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
PD 360 Online	K-5	Administration Academic Coach Identified Teachers	School-wide	Ongoing throughout the year	Classroom visitation Teachers observation	Administration Academic Coach
Deliberate Practice	K-5	Administration Academic Coach Identified Teachers	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
Common Core State Standards	K-5	Administration Academic Coach Identified Teachers	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers

Progress Monitoring	K-5	K-5 Classroom Teachers	Ongoing throughout the year	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Pinnacle	K-5	Faculty and staff	School-wide	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Waterford	K-3	Identified faculty and staff	K-3	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Common Core State Standards Focused Centers	K-5	Identified faculty and staff	K-5	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
VSET	K-5	Administration Academic Coach Identified Teachers	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach
Early Intervention Reading (EIR)	K-3	Identified faculty and staff	K-3	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Making Connections	1-5	Identified faculty and staff	1-5	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Phoneme Mapping Grapheme	K-5	Identified faculty and staff	K-5	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Time for Kids	Title 1	\$409.50
Reading	Weekly Reader	Title 1	\$261.00
Reading	Heinemann	Title 1	\$198.00
Reading	SRA Early Intervention Reading	District	\$0.00
Reading	Making Connections	District	\$0.00
Reading Intervention	Fast Track	District	\$0.00
Reading	Words Their Way	District	\$0.00
			Subtotal: \$868.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Counts	School Funds	\$0.00
Differentiated Instruction	FCAT Explorer		\$0.00
Differentiated Instruction	MacMillan Website		\$0.00
Early Reading Interventions	Waterford	District	\$0.00
Differentiated Instruction	Apple Ipads/Ipods		\$0.00
Differentiated Instruction	Starfall Website		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Apple Ipads/Ipod Training		\$0.00
Phoneme Mapping Grapheme	Phoneme Mapping Grapheme	District	\$0.00
Differentiated Instruction	Making Connections	District	\$0.00
Differentiated Instruction	Common Core State Standards Focused Centers		\$0.00

Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers as Tutors	Title 1	\$11,267.71
Reading Intervention Teacher	Small group instruction	Title 1	\$91,630.16
Reading	Before school, After school, and Saturday tutoring	Title 1	\$6,777.30
Academic Coach	Supports teachers with aligning reading strategies to CCSS, help analyze data, help review best practices	Title 1	\$13,314.60
			Subtotal: \$122,989.77
			Grand Total: \$123,858.27

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:					
45% (44)					
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 differential instruction	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practice for teaching ELLs	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series

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:	

34% (33)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series

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:

57% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs	Academic Coach Administration	Ongoing monitoring of formative and summative assessment data	CELLA IPT FCAT Results Achievement Series

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (45)	33% (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	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administration 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 using formative data.	Pinnacle Data FCAT Results Achievement Series
4	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
	Funding for materials	Provide students access	Academic Coach	Ongoing monitoring of	Pinnacle Data

5	Time Volunteers	to materials which can include books with differentiated activities, games that focus on Common Core State Standards	Administration Teachers	formative and summative assessment data	FCAT Results Achievement Series
6	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
7	Additional time within the school day to provide intensive interventions	Plus One Integrate reading through other content areas	Academic Coach Teachers	Ongoing monitoring of reading rate and comprehension	Pinnacle Data FCAT Results Achievement Series
8	Difficulties with students partating in afterschool tutoring	Implement a before and during school program Saturday FCAT Camp	Administration Academic Coach	Ongoing monitoring of formative assessments and student performance	Pinnacle Data FCAT Results Achievement Series
9	Access to computer lab, adequate time to utilize with students, reliability of programs on outdated computers, and district support of programs	2nd – 5th grade students will use the FASTT Math intervention program the research-validated FASTT system, to help all students develop fluency with basic math facts. Big brainz software for multiplication and division.	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
10	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math curriculum maps, which have these standards incorporated	Administration Team Leader	Ongong monitoring of formative and summative assessment data	VSET Evaluation Pinnacle Data FCAT Results Achievement Series

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Students scoring at Levels 4, 5, and 6 on FAA in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
50%	52%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
	There is a need for more collaboration time	Participation of Access course teachers in	Administration ESE Team	District follow-up survey	Unique Reports FAA Scores

2	amongst teachers of students with cognitive disabilities	District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings		Check student progress using Unique Reports	
3	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
4	Additional time within the school day to provide intensive interventions	Plus One	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase percent of students scoring at or above Achievement Level 4 in mathematics will increase by 4%
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (11)	12% (12)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level	Pinnacle Data FCAT Results Achievement Series

				teams to foster growth among all students using formative data	
3	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
4	Funding for materials Time Volunteers	Provide students access to materials which can include books with differentiated activities, games that focus on Common Core State Standards	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
5	Access to computer lab, adequate time to implement; reliability of program on outdated computers	2nd – 5th grade students will use the FASTT Math intervention program the research-validated FASTT system, to help all students develop fluency with basic math facts.	Academic Coach Administration Teachers	Ongoing monitoring of math formative and summative assessments data Track students growth using performance matters and meeting regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Students scoring at or above Level 7 on FAA in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%	15%

Problem-Solving Process to Increase Student Achievement

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

		and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings			
3	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making Learning Gains in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% (43)	54% (53)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
3	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
	Access to computer lab, adequate time to implement	2nd – 5th grade students will use the FASTT Math intervention program the	Academic Coach Administration Teachers	Ongoing monitoring of math formative and summative assessment	Pinnacle Data FCAT Results Achievement

4	research-validated FASTT system, to help all students develop fluency with basic math facts.	data	Series
		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative 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 group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students making learning gains in mathematics will increase by 50% due to only having 7 students who take FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
40%	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	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress using Unique Reports	Unique Reports Survey
3	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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.	Percentage of students in lowest 25% making learning gains
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Mathematics Goal #4:	will increase by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (11)	55% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	Large number of students low SES, ELL, or other ethnic minorities, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim assessments will receive additional reading instruction through the Walk to Intervention Model.	Academic Coach Administration Teachers	Ongoing monitoring of reading formative and summative assessments data Track students growth using performance matters and meeting regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
4	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
5	Funding for materials Time Volunteers	Provide students access to materials which can include books with differentiated activities, games that focus on Common Core State Standards	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
	Access to computer lab, adequate time to implement	2nd – 5th grade students will use the FASTT Math intervention program the research-validated FASTT system, to help all	Academic Coach Administration	Ongoing monitoring of math formative and summative assessment data	FCAT Results Achievement Series

6		students develop fluency with basic math facts.		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	
7	Not all teachers are familiar with incorporating literacy strategies	Provide professional development on literacy strategies appropriate for teaching math	Administration Lead Teacher	Ongoing monitoring of formative and summative assessment data	VSET Evaluation FCAT Results Achievement Series

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 (50% proficient) or through Safe Harbor. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	45	50	55	60	65	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 44% Black: 74% Hispanic: 58% Asian: n/a American Indian: n/a	White: 42% Black: 66% Hispanic: 39% Asian: n/a American Indian: n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies for ELL students. Follow up and coaching will be provided	Academic Coach Administration	Ongoing monitoring of formative assessments and teacher observations by administration	FCAT Results Achievement Series
	Adequate time and staff to schedule the many high risk students	Plus One Intervention teachers and Tutors will provide	Academic Coach Administration Teachers Tutors	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series

3		supplemental instruction to identified students		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	
4	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
5	Access to computer lab, adequate time to implement	2nd – 5th grade students will use the FASTT Math intervention program the research-validated FASTT system, to help all students develop fluency with basic math facts.	Academic Coach Administration	Ongoing monitoring of math formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	FCAT Results Achievement Series

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 33% proficient	ELL: 57% 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	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time and staff to schedule the many high risk students	Plus One Intervention teachers and Tutors will provide supplemental instruction to identified students	Academic Coach Administration Teachers Tutors	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
3	Challenges of working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day Teach essential content words in depth	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet	Pinnacle Data FCAT Results Achievement Series

		Use instructional time to address the meanings of common words, phrases, and expressions not yet learned		regularly as grade-level teams to foster growth among all students using formative data	
4	Access to computer lab, adequate time to implement	2nd – 5th grade students will use the FASTT Math intervention program the research-validated FASTT system, to help all students develop fluency with basic math facts.	Administrator Math Intervention Teacher	Ongoing monitoring of math formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	FCAT results Achievement Series

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 20% proficient	SWD: 37% 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	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
2	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
3	The individual needs of students in the Exceptional Student Education program are not being met.	Provide intensive systematic instruction on three foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three to five	Academic Coach Administration ESE Team	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series

		times a week, for 20 to 40 minutes			
4	Adequate time and staff to schedule the many high risk students	Plus One Intervention teachers and Tutors will provide supplemental instruction to identified students	Academic Coach Administration Teachers Tutors	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
5	Consistent implementation, securing effective tutors	Identified students will participate in math small group instruction through the Title I Sub as Tutor Program using scientifically based strategies and activities to learn, review, and practice key math concepts	Administrator Math Intervention Teacher	Ongoing monitoring of math formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT results
6	Access to computer lab, adequate time to implement	2nd – 5th grade students will use the FASTT Math intervention program the research-validated FASTT system, to help all students develop fluency with basic math facts.	Administrator Math Intervention Teacher	Ongoing monitoring of math formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 38% proficient	ED: 49% 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	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
2	Challenges of working with student who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasized a unified, systematic approach to teaching vocabulary using research-based strategies	Academic Coach Administration Literacy Leadership Team	Classroom Walk-through Literacy Leadership Team Meetings	VSET Observations Domain 3
	Access to computer lab, adequate time to	2nd – 5th grade students will use the FASTT Math	Academic Coach Administrator	Ongoing monitoring of math formative and	FCAT Results Achievement

3	implement	intervention program the research-validated FASTT system, to help all students develop fluency with basic math facts.	summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Series
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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
Deliberate Practice	K-5	Administration Academic Coach Identified Teachers	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
PD 360 Online	K-5	Administration Academic Coach Teachers	School-wide	Ongoing throughout the year	Classroom visitation Teachers observation	Administration Academic Coach
Progress Monitoring	K-5	Identified faculty and staff	K-5 classroom teachers	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Common Core State Standards Focused Centers	K-5	Identified faculty and staff	K-5	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Math Manipulatives	K-5	Identified faculty and staff	K-5	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Common Core State Standards	K-5	Administration Academic Coach	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
VSET	K-5	Administration Academic Coach Identified Teachers	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
Pinnacle	K-5	Faculty and staff	School-wide	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math	Frog Publishing	Title 1	\$1,274.25
			Subtotal: \$1,274.25
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
Mathematical Applications	Apple Ipads/Ipods		\$0.00
Differentiate Instruction	Pearson Website		\$0.00
Differentiate Instruction	Timez Attack		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Manipulatives Training	Stetson PDS Academic Coach		\$0.00
Differentiated Instruction	Apple Ipads/Ipod Training		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math	Teachers as Tutors	Title 1	\$11,267.71
Math Intervention	Small Group	Title 1	\$24,755.75
Math	Before school, After school, and Saturday tutoring	Title 1	\$6,777.30
Academic Coach	Supports teachers with aligning reading strategies to CCSS, help analyze data, help review best practices	Title 1	\$13,314.60
			Subtotal: \$56,115.36
Grand Total: \$57,389.61			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal # 1a:		Students achieving proficiency (FCAT Level 3) in science will increase by 2%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
36% (20)		38% (19)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth	Pinnacle Data FCAT Results Achievement Series

				among all students using formative data	
2	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administration 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 using formative data.	Pinnacle Data FCAT Results Achievement Series
4	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
5	Funding for materials Time Volunteers	Provide students access to materials which can include books with differentiated activities, games that focus on Common Core State Standards	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
6	Students non-attendance, late arrival, and early check-out	Communicate with parents the importance of attendance	Teachers Attendance Clerk Social Worker	Ongoing monitoring of attendance rate	Attendance data
7	Difficulties with students partipating in afterschool tutoring	Implement a before and during school program Saturday FCAT Camp	Administration Academic Coach	Ongoing monitoring of formative assessments and student performance	Pinnacle Data FCAT Results Achievement Series
8	Parental Involvement and promoting science in the home	Educational Parent/Student nights will be conducted in which students and parents participate in hands on science activities.	Family Center and Parenting Liason Teachers	Parent Survey	Student Outcomes
9	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs	Monitor usage and implementation through: ISN (Interactive Student Notebook) or Cornell Note-taking	Achievement Series

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

areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring at or above Level 4,5, and 6 on FAA in science will increase by 25% due to only having 2 students that currently take FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	25%

Problem-Solving Process to Increase Student Achievement

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

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:	Increase percent of students scoring at current level by 3% at each grade level
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (2)	7% (3)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Pinnacle Data FCAT Results Achievement Series
2	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration 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 using formative data	Pinnacle Data FCAT Results Achievement Series
3	Challenge of working with a high population of at risk students	Ensure that all teachers receive professional development related to effective instructional strategies Coaching of teachers to provide effective feedback	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
4	Funding for materials Time Volunteers	Provide students access to materials which can include books with differentiated activities, games that focus on Common Core State Standards	Academic Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data	Pinnacle Data FCAT Results Achievement Series
5	Students lack of background knowledge, science vocabulary, and reluctance to participate can be hard to determine what individual students know on a daily basis	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning to focus on cognitive complexity of learning targets for instruction and assessment	Administration Science PLCs Teachers	Teacher Data	VSET Evaluation Domain 3

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

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

Students scoring at or above Level 7 on FAA in science will increase by 25% due to only having 2 students that currently take FAA.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
75%			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	Difficulty in finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementations of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress using Unique Reports	Unique Reports Survey
3	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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
Deliberate Practice	K-5	Administration Academic Coach Identified Teachers	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers

PD 360 Online	K-5	Administration Academic Coach Teachers	School-wide	Ongoing throughout the year	Classroom visitation Teachers observation	Administration Academic Coach
Common Core State Standards	K-5	Administration Academic Coach	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
VSET	K-5	Administration Academic Coach	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
Progress Monitoring	K-5	Identified faculty and staff	K-5 Classroom Teachers	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Pinnacle	K-5	Faculty and staff	School-wide	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science	Time for Kids	Title 1	\$409.50
Science	Weekly Reader	Title 1	\$261.00
			Subtotal: \$670.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Science Applications	Apple Ipads/Ipods		\$0.00
Differentiate Instruction	Happy Scientist Website		\$0.00
Differentiate Instruction	Science Fusion Think Central Website		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiate Instruction	Apple Ipads/Ipods Training		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science	Teachers as Tutors	Title 1	\$11,267.71
Academic Coach	Supports teachers with aligning reading strategies to CCSS, help analyze data, help review best practices	Title 1	\$13,314.60
			Subtotal: \$24,582.31
			Grand Total: \$25,252.81

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	Students scoring at Achievement Level 3.0 or higher in writing will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (27 Students)	77% (39)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching	Academic Coach Administration Teachers	Monitor Volusia Writes scores VSET observations and conferences	VSET Evaluation Volusia Writes FCAT Writing
2	Adequate time for teachers to review data, plan 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 instruction	Academic Coach Administration Teachers	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
3	Qualified substitutes to provide release time for teachers	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Academic Coach Administration Teachers	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
4	New faculty members unfamiliar with schoolwide writing program	Teachers will continue to receive training in Write from the Beginning and implement it during the writing block	Administration Teachers	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
5	Teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations	Academic Coach Administration Teachers	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Will maintain 100% of students scoring at Levels 4 or higher on FAA in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
VSET	K-5	Administration Academic Coach	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
PD 360 Online	K-5	Administration Academic Coach Teachers	School-wide	Ongoing throughout the year	Classroom visitation Teachers observation	Administration Academic Coach
Write From the Beginning Update	K-5	Identified faculty and staff	K-5	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
					Classroom	

Deliberate Practice	K-5	Administration Academic Coach Identified Teachers	School-wide	Early Release Days Teacher Duty Days	visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
Common Core State Standards	K-5	Administration Academic Coach	School-wide	Early Release Days Teacher Duty Days	Classroom visitation Teachers observation Teacher monitoring of student data	Administration Academic Coach Teachers
Progress Monitoring	K-5	Identified faculty and staff	K-5 Classroom Teachers	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach
Pinnacle	K-2	Faculty and staff	School-wide	Ongoing throughout the year	Teacher monitoring of student data	Administration Academic Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing	Write...From the Beginning K-5		\$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
Writing	Write...Beginning K-5		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Writing	Teachers as Tutors	Title 1	\$11,267.71
Academic Coach	Supports teachers with aligning reading strategies to CCSS, help analyze data, help review best practices	Title 1	\$13,314.60
			Subtotal: \$24,582.31
			Grand Total: \$24,582.31

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:	Starke's Attendance rate will increase to 96%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (331)	96%

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
35% (123)	33%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
22% (77)	20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of transportation	Arranging conferences with social worker and guidance counselor Arrange meetings and conferences at a variety of times	Guidance Counselor School Social Worker	Attendance Reports	Attendance Reports
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	Administration Teachers Attendance Clerk Guidance Counselor School Social Worker 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
3	Complaint attendance sometimes goes unrecognized and unrewarded	Attendance incentives/recognition	Administration	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance reports
4	Lack of parent involvement	Provide incentives for students that are on time or have perfect attendance. This can be done individually or by class. Calls will be made when students are absent or tardy. Administration and parent coordinator will speak at Open House and parent events about the importance of attendance.	Administration Guidance Counselor	Attendance Reports	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
District Attendance Policy	K-5	Social Worker Guidance Counselor	PLC	Fall 2012	Attendance Records	Attendance Clerk Social Worker Guidance Counselor Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Will reduce the number of out of school suspensions by 10%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

63	57
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
38	34

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental permission and student participation required	Identified at risk students in grades 3-5 will participate in the Alpha program implemented in partnership with community counseling agency The House Next Door.	Administration Guidance Counselor Alpha Counselor	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings	Discipline referral data
2	Parental permission and student participation required	Guidance counselor will provide small group and individual counseling to identified students	Administration Guidance Counselor Behavior Leadership Team	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings	Discipline referral data
3	Parental permission and student participation required	Guidance counselor will assist families to access the services of school partner counseling services.	Administration Guidance Counselor Behavior Leadership Team	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings	Discipline referral data
4	Lack of parental support and involvement due to work schedule, single parent home, and the economy.	Behavior Leadership Team	Behavior Leadership Team	Discipline records	Discipline referral data
5	Parental permission, student participation required, and limited access	Students Turning Around Reaching For Success (STARS)-- selected students will participate in STARS, receiving mentors and positive support	Identified faculty and staff	Discipline records	Discipline referral data

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Edith I. Starke Elementary School had a total of 140 families (60%) represented during schoolwide activities during the 2011-2012 year. Our goal is to increase our parent involvement to 62%.			
*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:		
60% (140)			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	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP
2	Refer to PIP	Activities that involve the entire family that are fun and education	PTA Staff Members	Attendance at the event	Sign-in sheet

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
Paraprofessional	parent liason	Title 1	\$8,470.93
			Subtotal: \$8,470.93
			Grand Total: \$8,470.93

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:		Students scoring at or above a level 3 in mathematics and science will increase.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Not enough materials to provide hands-on math and science lessons	Use technology to enhance learning math and science skills	Administration Academic Coach Teachers	Ongoing monitoring of formative assessments and student	Pinnacle Data FCAT Results Achievement

1		Use materials in the science lab to enhance lessons through experientials		performance	Series
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Time for Kids	Title 1	\$409.50
Reading	Reading	Weekly Reader	Title 1	\$261.00
Reading	Reading	Heinemann	Title 1	\$198.00
Reading	Reading	SRA Early Intervention Reading	District	\$0.00
Reading	Reading	Making Connections	District	\$0.00
Reading	Reading Intervention	Fast Track	District	\$0.00
Reading	Reading	Words Their Way	District	\$0.00
Mathematics	Math	Frog Publishing	Title 1	\$1,274.25
Science	Science	Time for Kids	Title 1	\$409.50
Science	Science	Weekly Reader	Title 1	\$261.00
Writing	Writing	Write...From the Beginning K-5		\$0.00
				Subtotal: \$2,813.25
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Reading Counts	School Funds	\$0.00
Reading	Differentiated Instruction	FCAT Explorer		\$0.00
Reading	Differentiated Instruction	MacMillan Website		\$0.00
Reading	Early Reading Interventions	Waterford	District	\$0.00
Reading	Differentiated Instruction	Apple Ipads/Ipods		\$0.00
Reading	Differentiated Instruction	Starfall Website		\$0.00
Mathematics	Mathematical Applications	Apple Ipads/Ipods		\$0.00
Mathematics	Differentiate Instruction	Pearson Website		\$0.00
Mathematics	Differentiate Instruction	Timez Attack		\$0.00
Science	Science Applications	Apple Ipads/Ipods		\$0.00
Science	Differentiate Instruction	Happy Scientist Website		\$0.00
Science	Differentiate Instruction	Science Fusion Think Central Website		\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	Apple Ipads/Ipod Training		\$0.00
Reading	Phoneme Mapping Grapheme	Phoneme Mapping Grapheme	District	\$0.00
Reading	Differentiated Instruction	Making Connections	District	\$0.00
Reading	Differentiated Instruction	Common Core State Standards Focused Centers		\$0.00
Mathematics	Math Manipulatives Training	Stetson PDS Academic Coach		\$0.00
Mathematics	Differentiated Instruction	Apple Ipads/Ipod Training		\$0.00
Science	Differentiate Instruction	Apple Ipads/Ipods Training		\$0.00
Writing	Writing	Write...Beginning K-5		\$0.00
				Subtotal: \$0.00
Other				

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading	Teachers as Tutors	Title 1	\$11,267.71
Reading	Reading Intervention Teacher	Small group instruction	Title 1	\$91,630.16
Reading	Reading	Before school, After school, and Saturday tutoring	Title 1	\$6,777.30
Reading	Academic Coach	Supports teachers with aligning reading strategies to CCSS, help analyze data, help review best practices	Title 1	\$13,314.60
Mathematics	Math	Teachers as Tutors	Title 1	\$11,267.71
Mathematics	Math Intervention	Small Group	Title 1	\$24,755.75
Mathematics	Math	Before school, After school, and Saturday tutoring	Title 1	\$6,777.30
Mathematics	Academic Coach	Supports teachers with aligning reading strategies to CCSS, help analyze data, help review best practices	Title 1	\$13,314.60
Science	Science	Teachers as Tutors	Title 1	\$11,267.71
Science	Academic Coach	Supports teachers with aligning reading strategies to CCSS, help analyze data, help review best practices	Title 1	\$13,314.60
Writing	Writing	Teachers as Tutors	Title 1	\$11,267.71
Writing	Academic Coach	Supports teachers with aligning reading strategies to CCSS, help analyze data, help review best practices	Title 1	\$13,314.60
Parent Involvement	Paraprofessional	parent liason	Title 1	\$8,470.93
				Subtotal: \$236,740.68
				Grand Total: \$239,553.93

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.

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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.

Describe projected use of SAC funds	Amount
No data submitted	

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

The SAC will meet monthly to help determine areas in need of improvement and a plan of action to make those improvements.

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 EDITH I. STARKE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	63%	89%	53%	275	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	58%	57%			115	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	57% (YES)			107	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					497	
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 EDITH I. STARKE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	63%	76%	49%	255	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	58%	60%			118	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?	43% (NO)	63% (YES)			106	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					479	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested