FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SILVER SANDS MIDDLE SCHOOL

District Name: Volusia

Principal: Mrs. Rose Roland

SAC Chair: Mrs. Kristina Cromer

Superintendent: Dr. Margaret Smith

Date of School Board Approval: Pending School Board Approval on 12/11/12

Last Modified on: 10/20/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Rose Roland	Degrees: BA Business Administration MA Educational Leadership Certification: Exceptional Student Education (K-12) Educational Leadership (K-12)	2	20	2012 A School (SSMS)(62% R/60% M;67% R/66% M;64 %R/62% M) 2011 B School (SCHS), AYP 85% (65% R/87% M; 59% R/80% M; 40%R/ 71% M) 2010 B School (SCHS), AYP 82% (53% R/74% M;53% R/74% M; 43% R/65% M) * 2009 – B School (SCHS), AYP 85% (64% R/87% M; 58% R/82% M; 46% R/71% M) * 2008 – A School (SCHS), AYP 100% (69% R/88% M; 67% R/ 82% M; 48% R/69% M) * 2007 – C School (Taylor), AYP 64% (46% R/64% M; 52% R/64% M; 61% R/63% M) * 2006 – C School (Taylor), AYP 72% (45% R/51% M; 51% R/62%M; 55% Yes% M)
					2012 A School (SSMS)(62% R/60% M;67% R/66% M;64 %R/62% M) 2011 - A School (SSMS), AYP 92% (75% R/73% M; 66% R/69%M; 69% R/73% M)

Position	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record
Assis Principal	Patricia Corr	Degrees: BA History and Political Science MA Educational Leadership Certification: Educational Leadership (K-12) Social Science (6-12) History (6-12)	4	7	2010 – A School (SSMS), AYP 74% (73% R/70% M; 61% R/68% M; 54% R/62% M) 2009 – D School, (MHS) AYP 67% (40% R/66% M; 46% R/68% M; 41% R/58% M) 2008- C School,(MHS) AYP 69% (42% R/67% M; 55% R/76% M; 57% R/74% M) 2007- D School, (MHS) AYP 64% (34% R/56% M; 44% R/65% M; 44% R/66% M) 2006- C School, (MHS) AYP 46% (34% R/62% M; 45% R/70% M; 49% R/% M) * 2005- C School, (MHS) AYP 60% (31% R/60% M; 46% R/71% M; 56% R/% M) * *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M). Learning gains in Math for students in lowest 25% was not available for the 04-05 and 05-06 school year.
Assis Principal	Eric Polite	Degrees: BA Sociology MA Educational Leadership Certification: Educational Leadership (K-12) Exceptional Student Education (K-12)	2	7	2012 A School (SSMS) (62% R/60% M; 67% R/66% M; 64 %R/62% M) 2011 - B School(SCHS)AYP 85% (65% R/87% M; 59% R/80% M; 40%R/ 71% M) 2010 – B School (SCHS), AYP 82% (65% R/86% M;59% R/77% M; 42% R/62% M) * 2009 – B School (SCHC), AYP 85% (64% R/87% M; 58% R/82% M; 46% R/71% M) * 2008 – A School (SCHS), AYP 100% (69% R/88% M; 67% R/ 82% M; 48% R/69% M) * 2007 – B School (SCHS), AYP 74% (61% R/85% M; 58% R/76% M; 42% R/59% M) * 2006 – B School (SCHS), AYP 82% (61% R/86% M; 57% R/79% M;45% R/NA% M) *
Assis Principal	Kevin Flassig	Degrees: BS Exceptional Student Education MS Educational Leadership Certification: Specific Learning Disabled (K-12); Educational Leadership (K-12)	1	4	2010-2011 A, Proficiency R-77, M-74, Learning Gains R-70, M-70, Lowest 25% R-59, M-67, AYP-No 2009-2010 B, Proficiency R-71, M-68, Learning Gains R-59, M-60, Lowest 25% R-44, M-69, AYP-No 2008-2009 A, Proficiency R-69, M-62, Learning Gains R-69, M-75, Lowest 25% R-59, M-87, AYP-No

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)
Reading	Randi Whittington	Degrees: BS Specific Learning Abililies MS Reading Certifications: General Ed (K-6) ESE (K-12) Reading (K-12)	3	2	2012 A School (SSMS)(62% R/60% M;67 % R/66% M; 64 %R/62% M) 2011 - A School (SSMS), AYP 92% (75% R/73% M; 66% R/69%M; 69% R/73% M) 2010 - C School (Westside Elementary), AYP 79% (62% R/67% M; 54% R/63% M; 53% R/65% M) 2009 - B School (Westside Elementary), AYP 85% (68% R/60% M; 60% R/58% M; 69% R/57% M) 2008 - C School (Westside Elementary), AYP 77% (63% R/62% M; 60% R/65% M; 58% R/81% M) 2007 - C School (Westside Elementary), AYP 95% (64% R/61% M; 59% R/66% M; 65% R/66% M) 2006 - B School (Westside Elementary), AYP 92% (67% R/62% M; 5% R/72% M; 73% R/ Math unavailable) 2005 - A School (Westside Elementary), AYP 90% (68% R/64% M; 65% R/70% M; 70% R/ Math unavailable) 2004 - A School (Westside Elementary), AYP 97% (66% R/60% M; 69% R/83% M; 80% R/ Math unavailable)

							2003 - C School (Westside Elementary), AYP % (44% R/ 41% M; 47% R/73% M; 47% R/ Math unavailable) 2002 - C School (Westside Elementary), AYP% (49% R/38% M; 64% R/83% M; 64% R/ Math unavailable)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1.New Teacher Programs(Individualized PD, mentors, peer classroom visits, other site visits) 2. Leadership Opportunities 3. Professional Development 4. PLC Activities 5. Celebrations/Teacher Recognition 6. Network w/ Community & Business Partners 7. Promotion of School (Advertisement) 8. Student showcase/acknowledgement	1.Patricia Corr 2.Rose Roland 3.Guidance and Administration	June 4th, 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
N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
65	1.5%(1)	13.8%(9)	33.8%(22)	52.3%(34)	46.2%(30)	100.0%(65)	13.8%(9)	7.7%(5)	56.9%(37)

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
Lekita Howard	Jeffrey Turek	E3 Program for new teachers	PAR teacher mentor activities Observations with feedback
Tosha Williams	Jeffrey Turek	Department Chair	Meet with new teacher weekly Acclimate new teacher to SSMS Assist with lesson planning, assessments, and grading
Lekita Howard	Christopher Carrig	E3 Program for new teachers	PAR Teacher Mentor Activities Observations and feedback

Kristina Cromer	Christopher Carrig	Department Chair	Meet with teacher weekly Acclimate new teacher to SSMS Assist with lesson planning, assessments, and grading

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

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

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

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

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

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

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

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

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are

matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia MTSS Program.

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

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

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

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

The LLT meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team provids data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationships); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

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

Thinking Maps follow up training, Professional Learning Communities, Literacy Fair, and input with School Improvement Plan.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every secondary school has the support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers integrate Common Core Literacy Standards into their content-specific curriculum to support their students' critical reading and writing skills.

*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?

The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

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:
29.69% (338)	31.69%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Reading Coach Administrators Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
2	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Reading Coach Language Arts Department Chair	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	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 or above Levels 4,5,and 6 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41.38% (12)	43.38%

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (338)	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	Providing advanced reading materials	Acquire higher level reading materials for advanced students Follow newly created district curriculum maps	Reading Coach, Media Specialist, and Administrator	Data collected from Media Center showing frequency of use of higher level reading materials	District Assessments and FCAT results
2	Students currently showing proficiency may opt-out of reading for Spanish (8th grade only)	Assess students during Warrior Time and Spanish classes to track Reading proficiency to determine if remediation is needed	Reading Coach Teachers	Data Notebook Monthly Grade Level Meetings Collaboration among instructional staff	Classroom outcomes
	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work	Reading Coach Administrators Teachers	Ongoing monitoring of formative and summative assessment data	Reading assessment data, FAIR data, FCAT results

3	school day.	collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.			

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:
37.93% (11)	39.93%

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

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 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (728) made learning gains.	71% will make learning gains.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Giving students practice in reading in the content areas	Ensure that all teachers receive professional development related to effective instructional	Reading Coach, teachers, and dministrators	Track student growth using Scantron assessments and meet regularly as grade-level	District Assessments and FCAT Results

1		strategies in reading Reading Primary Source documents weekly in Social Studies classes		teams to foster growth among all students using formative data.	
2	Students currently showing proficiency may opt-out of reading for Spanish (8th grade only).	Assess students during Warrior Time and Spanish classes to track Reading proficiency to determine if remediation is needed.	Reading Coach and Teachers	Data collected from classroom assessments	Student outcomes
3	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration and review information in Data Notebooks during PLC time, as well as, sharing of strategies for implementation of Thinking Maps	Administration, teachers, and Department Chairs	Data collected from PLC meetings	Student outcomes

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Students making learning gains on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (12)	51%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (174)	69%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students that fall in our lowest 25% that are ESE	Provide tutoring before school, Warrior Time and during lunch.	Kevin Flassig, consultation teachers and Reading Teachers	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Student outcomes
2	Time for teacher collaboration as a follow up to professional development.	Provide for uninterrupted teacher collaboration and review information in Data Notebooks during PLC time, as well as, sharing of strategies for implementation of Thinking Maps	Administration, teachers, and Department Chairs	Data collected from PLC meetings	Student outcomes
3	Access to a variety of reading materials to increase learning gains.	Media Specialist will work closely with 7th Grade Tier 2 reading teacher to implement centers or modules to increase student achievement in the lowest 25%.	Sue Shaw, Mrs. & Ms. Whittington	Weekly progression charts, student work	Fair testing, ongoing assessments, FCAT reading scores

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 (69% proficient) or through Safe Harbor (66% proficient). 5A :					

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62%	69%	72%	75%	78%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% Black: 42% Hispanic: 61% Asian: N/A American Indian: N/A	White: 71% (AMO) or 68% (Safe Harbor) Black: 42% (AMO) or 48% (Safe Harbor) Hispanic: 71% (AMO) or 65% (Safe Harbor) 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	Many of our African American students also fall into our ED and/or ESE subgroup as well.	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Reading Coach and Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments, Fair testing, and FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8% Proficient	33% (AMO) 17% (Safe Harbor)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Reading Coach Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessements and FCAT results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% Proficient	45% (AMO) 37% (Safe Harbor)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level.	Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWD's.	Reading Coach and Mr. Flassig	Ongoing monitoring of formative assessments and teacher observation by Administration	District Assessments and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration and review information in Data Notebooks during PLC time, as well as,	Administration, teachers, and Department Chairs	Data collected from PLC meetings	Student outcomes

		sharing of strategies for implementation of Thinking Maps			
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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% Proficient	60% (AMO) 57% (SafeHarbor)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in reading.	Reading Coach and Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments, Fair testing, and FCAT results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration and review information in Data Notebooks during PLC time, as well as, sharing of strategies for implementation of Thinking Maps	Administration, teachers, and Department Chairs	Data collected from PLC meetings	Student outcomes

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
Building Awareness of CCSS Knowledge of Content and Pedagogy (1A) •Overview of Timeline/Goals for PD •Common Core vs. Next						

Generation Standards •Common Core Implementation Timeline (FDOE) •CCSS vs. NGSS Assessment Item Comparison •Crosswalk Activity •Deliberate Practice Chart •High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, make close reading and rereading of texts central to lessons.	6th-8th/ALL	Mr. Voges Ms. Cromer Ms. Besse Ms. Whittington	School-wide	August 29th, 2012	Webinar: Shift to SRG: Grading the CCSS in VIMS	Administrators
Deepening Awareness of CCSS Knowledge of Content and Pedagogy (1A) •Deliberate Practice Plan (PGP) Follow Up •Where do I want to improve? Self Rating •Literacy Anchor Standards •Aligning Deliberate Practice Plan (PGP) to SIP and Common Core •Mention Lesson Planning (Brief) •High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, ask text-dependent questions from a range of question types.	6th-8th	Mr. Voges Ms. Whittington Mr. Flassig	School-wide	September 26th, 2012	•PD 360 Topics: oDemonstrating Knowledge of Content & Pedagogy	Administrators
Planning for the CCSS Knowledge of Students (1B) Designing Coherent Instruction (1E) •Planning Integrated Lessons and						

Units for CCSS •High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, emphasize students supporting answers based upon evidence from the text.	6th-8th	Administratively Assigned Team	School-wide	October 10th, 2012	•PD 360 Topics •Quick Tips •VIMS Newsletter	Administrators
Building Rigor for the CCSS Questioning and Discussion Techniques (3B) •High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, provide extensive research and writing opportunities.	6th-8th	Administratively Assigned Team	School-wide	October 24th, 2012	•PD 360 Topics •Quick Tips •VIMS Newsletter	Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data Notebooks	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP Funds	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District-provided	$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: $300.00

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:	
80% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Reading Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in Reading on CELLA will increase by 2%.
2012 Current Percent of Students Proficient in reading:	
53% (8)	

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Reading Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, FCAT, District Assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in Writing on CELLA will increase by 1%.

2012 Current Percent of Students Proficient in writing:

0% (0)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Reading Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, FCAT, District Assessments

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data Warehouse	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District-provided	$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: $300.00

Middle 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 math will increase by 3%. Students passing the Algebra 1 End-of-Course Exam will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade - 37% (157) 7th grade - 36% (143) 8th grade - 50% (218) 100% Passing Algebra 1 EOC	6th grade - 40% 7th grade - 39% 8th grade - 53% 100% Passing Algebra 1 EOC

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	Student Attendance	Use of technology to communicate assignments, video tutorials, textbooks and worksheets online	Math Teachers and Administration	Collaboration in PLC Observations by Administration	Formative and summative assessments, Math DA testing, FCAT results
2	Lack of in-school practice time	Increased, systematic FCAT practice during Warrior Time	Math Teachers and Administration	Collaboration in PLC and observations by administration	Formative and summative assessments, Math DA testing, FCAT results
3	Time for teacher collaboration as a follow up to professional development.	Provide for uninterrupted teacher collaboration and review information in Data Notebooks during PLC time, as well as, sharing of strategies for implementation of Thinking Maps.	Administration, teachers, and Department Chairs	Data collected from PLC meetings	Student outcomes
4	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 Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

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

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

50% (13)	51%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments	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:	Students achieving above proficiency (FCAT Level 4 and 5) in mathematics will increase by 2 % in grade 6 2 % in grade 7 2 % in grade 8
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th grade - 24% (102) 7th grade - 29% (115) 8th grade - 23% (100)	6th grade - 26% 7th grade - 31% 8th grade - 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	Limited opportunities and programs for mathematics enrichment.	Weekly department meetings to provide uninterrupted time for teachers to create enrichment activities and assessments.	Reading Coach, Department Chair, and Administrators	Classroom assessments of higher level/order thinking.	Common Classroom assessment, District Assessments, and FCAT Results
2	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration and review information in Data Notebooks during PLC time, as well as, sharing of strategies for implementation of Thinking Maps	Administration, teachers, and Department Chairs	Data collected from PLC meetings	Student outcomes

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:	Increase percent of students scoring at current level by 1% at each grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:

27% (7)	28%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>There is a need for more collaboration time amongst teachers of students with cognitive disabilities</td><td>Evaluation of the student's need to access more rigorous courses and change placement if necessary</td><td>Administration ESE Team</td><td>Administration ESE Team</td><td>Unique Reports Survey</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making Learning Gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (647) of our students made learning gains in mathematics.	71% of our students will make learning gains in mathematics.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Lack of in-school practice time</td><td>Increased, systematic FCAT practice during Warrior Time</td><td>Math Teachers and Administration</td><td>Collaboration in PLC and observations by administration</td><td>Formative and summative assessments, Math DA testing, FCAT results</td></tr>
<tr><td>2</td><td>Not all math teachers are familiar with incorporating literacy strategies.</td><td>Provide professional development on literacy strategies appropriate for math teachers.</td><td>Administration Reading Coach Language Arts Chair Grade Level Chair</td><td>Administration

Grade Level Chair</td><td>VSET Evaluation

FSA, SSA, District interims

FCAT 2.0</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Students making learning gains on FAA in math will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (13)	55%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for</td><td>Process Used to Determine Effectiveness of</td><td>Evaluation Tool</td></tr>
</table>

			Monitoring	Strategy	
1	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores
2	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	Unique Reports FAA Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (235) of our Lowest 25% made learning gains in mathematics.	75% of our Lowest 25% will make learning gains in mathematics.

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	Large number of our lowest 25% are ESE	Ensure all teachers receive Accomodations Training	Mr. Flassig	Collaboration in PLC and observations by administration	Annual Goals evaluation, formative, summative evaluations, Math DA and FCAT data
2	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Math Department Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators

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%.	Middle School Mathematics Goal # 5A : In 2012-2013, we will reduce the achievement gap by meeting the AMO target (66% proficient) or through Safe Harbor (64% proficient).					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	66%	69%	73%	76%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.

Mathematics Goal #5B:					

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 62% Black: 39% Hispanic: 57% Asian: N/A American Indian: N/A	White: 68% (AMO) 66% (Safe Harbor) Black: 43% (AMO) 45% (Safe Harbor) Hispanic: 63% (AMO) 61% (Safe Harbor) 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	Many of our African American students also fall into our ED and/or ESE subgroup as well.	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Reading Coach and Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments, Fair testing, and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	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: 31% proficient	42% AMO 38% Safe Harbor

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Reading Coach Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in 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:
30% Proficient	44% AMO 37% Safe Harbor

Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational skills in small groups to students who score below the proficient level.	Administration Department Chair	Ongoing monitoring of formative assessments	FSA/SSA/District Interims FCAT 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51% Proficient	58% AMO 56% Safe Harbor

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of school-wide curriculum resources, including core program and diagnostic/intervention materials that emphasize the use of multiple instructional strategies	Administration Reading Coach	Classroom Walkthrough Ongoing monitoring of diagnostic/formative/summative assessments	VSET Observations Domain 3 FSA/SSA/District Interims FCAT 2.0

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students scoring a 3 will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (55)	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
	Teachers are not yet familiar with the Common	Provide professional development on	Administration	Ongoing monitoring of formative assessments	VSET Evaluation

	1	Core State Standards in math	embedding the 8 Standards for Mathematical Practices into daily instruction as	Math Department Chair	and teacher observations by administrators	

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring a level 4 will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (73)	58%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations	VSET observation

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : In 2012-2013, we will reduce the achievement gap by meeting the AMO target (66% proficient) or through Safe Harbor (64% proficient).

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60%	69%	72%	73%	76%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The percent of students not making satisfactory progress in Algebra will decrease by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 1% (1) Black: 0% Hispanic: 0% Asian: 0% American Indian: N/A	White: 1% Black: 0% Hispanic: 0% Asian: 0% 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	Many of our African American students also fall into our ED and/or ESE subgroup as well.	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Reading Coach and Administrator	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments, Fair testing, 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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

3E. Economically Disadvantaged students not making

satisfactory progress in Algebra. Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Geometry End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # N/A 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC 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
Building Awareness of CCSS Knowledge of Content and Pedagogy (1A) • Overview of Timeline/Goals for PD • Common Core vs. Next Generation Standards • Common Core Implementation Timeline (FDOE) • CCSS vs. NGSS Assessment Item Comparison • Crosswalk Activity • Deliberate Practice Chart • High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, make close reading and rereading of texts central to lessons.	6th-8th	Mr. Voges Ms. Cromer Ms. Besse Ms. Whittington	School-wide	August 29th, 2012	Webinar: Shift to SRG: Grading the CCSS in VIMS • How is it different from source/event grading? • Reporting and Monitoring the Standards • Define the vocabulary (standard, measurement topic, etc.) (Aligned to Danielson and CCSS)	Administration
Deepening Awareness of CCSS Knowledge of Content and Pedagogy (1A) • Deliberate Practice Plan (PGP) Follow Up • Where do I want to improve? Self Rating • Literacy Anchor Standards • Aligning Deliberate Practice Plan (PGP) to SIP and Common Core • Mention Lesson Planning (Brief) • High-impact Anchor Literacy	6th-8th	Mr. Voges Ms. Whittington	School-wide	September 26th, 2012	• PD 360 Topics o Demonstrating Knowledge of Content & Pedagogy (Elementary & Secondary)	Administrators

Standards Focus: In a way that relates to your content area, ask text-dependent questions from a range of question types.						
Building Rigor for the CCSS Questioning and Discussion Techniques (3B) • High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, provide extensive research and writing opportunities.	6th-8th	Administratively Assigned Team	School-wide	October 24th, 2012	• PD 360 Topics • Quick Tips • VIMS Newsletter	Administrators

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data Warehouse	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District Provided	$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: $300.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Students achieving proficiency will increase by 2% in grade 8.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (155)	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	Time for teacher collaboration as a follow up to professional development.	Weekly PLC meetings and provide uninterrupted time for teachers to create common formative assessments.	Science Teachers and administrators	Comparison of common classroom assessments and district assessments.	Common Classroom assessment, District Assessments, and FCAT Results.
2	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports FSA & SSA District Interim Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Increase number of students scoring a level 4, 5, or 6 on the Florida Alternate Assessment by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	61%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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	Unique Reports FAA Scores

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers	Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing	Administration Gen Ed and ESE Teacher Teams	Teacher Response to Administrative Query	VSET Evidence in Domain 4

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Level 4 & 5) in science will increase by 2% in grade 8.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (61)	19%

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Lack of hands-on experiments during class.</td><td>Students are engaged in more labs which require higher cognitive skills</td><td>Science Teachers and administrators</td><td>Lab Write-Ups, reflections and assessments</td><td>Common Classroom assessment, District Assessments, and FCAT Results.</td></tr>
<tr><td>2</td><td>Lack of exposure to higher level reading materials</td><td>Incorporate rigorous primary source documents into classrom lessons</td><td>Science Teachers, Reading Coach and administrators</td><td>PLC Collaboration, observations, data analysis</td><td>Common Classroom assessment, District Assessments, and FCAT Results.</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (2)	21%

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td></td><td>There is a need for</td><td>Evaluation of the</td><td>Administration</td><td>Check student</td><td>Vset Evaluation</td></tr>
</table>

| | 1 | more collaboration time amongst teachers of students with cognitive disabilities | student's need to access more rigorous courses and change placement if necessary | ESE Team | progress data using ASAP Science Curriculum-based assessments and Unique Reports | Domain 3 |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Awareness of CCSS Knowledge of Content and Pedagogy (1A) • Overview of Timeline/Goals for PD • Common Core vs. Next Generation Standards • Common Core Implementation Timeline (FDOE) • CCSS vs. NGSS Assessment Item Comparison • Crosswalk Activity • Deliberate Practice Chart • High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, make close reading and rereading of texts central to lessons.	6th-8th	Administratively Assigned Team	School-wide	August 29th, 2012	Webinar: Shift to SRG: Grading the CCSS in VIMS • How is it different from source/event grading? • Reporting and Monitoring the Standards • Define the vocabulary (standard, measurement topic, etc.) (Aligned to Danielson and CCSS)	Administrators
Deepening Awareness of CCSS Knowledge of Content and Pedagogy (1A) • Deliberate Practice Plan (PGP) Follow Up • Where do I want to improve? Self Rating						

	Grade Level/Subject	Rank	PD Participants	Date	PD Facilitator	
• Literacy Anchor Standards • Aligning Deliberate Practice Plan (PGP) to SIP and Common Core • Mention Lesson Planning (Brief) • High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, ask text-dependent questions from a range of question types.	6th-8th	Administratively Assigned Team	School-wide	September 26th, 2012	Webinar: Differentiating Instruction in VIMS: Introduction • Using Pinnacle Insight to learn about your students • Planning for the CCSS in VIMS	Administrators
Building Rigor for the CCSS Questioning and Discussion Techniques (3B) • High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, provide extensive research and writing opportunities.	6th-8th	Administratively Assigned Team	School-wide	October 24th, 2012	• PD 360 Topics • Quick Tips • VIMS Newsletter	Administrators

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data Notebooks	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP	$300.00
			Subtotal: $300.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District Provided	$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: $300.00

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:	Improve performance in writing by 3%
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (302)	87%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited opportunities to practice and incorporate creative writing strategies in a formal writing piece	Initiate a school-wide focus on writing once per week (Writing Wednesdays).	Department Chair and Administrators	Scores on Volusia Writes Assessment.	Common Classroom assessment, District Assessments, and FCAT Results
2	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer writing assessments with fidelity in all curriculum areas Provide support and coaching to teachers on scoring	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Students scoring at or higher than a 4 will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:

80% (8)		81%		

		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	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
Deepening Awareness of CCSS Knowledge of Content and Pedagogy (1A) • Deliberate Practice Plan (PGP) Follow Up • Where do I want to improve? Self Rating • Literacy Anchor Standards • Aligning Deliberate Practice Plan (PGP) to SIP and Common Core • Mention Lesson Planning (Brief) • High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, ask text-dependent questions from a range of question types.	6th-8th	Adminitravely Assigned Team	School-wide	September 26th, 2012	Webinar: Differentiating Instruction in VIMS: Introduction • Using Pinnacle Insight to learn about your students • Planning for the CCSS in VIMS	Administrators
Building Rigor for the CCSS Questioning and Discussion Techniques						

(3B) • High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, provide extensive research and writing opportunities.	6th-8th	Administratively Assigned Team	School-wide	October 24th, 2012	• PD 360 Topics • Quick Tips • VIMS Newsletter	Administrators
Building Awareness of CCSS Knowledge of Content and Pedagogy (1A) • Overview of Timeline/Goals for PD • Common Core vs. Next Generation Standards • Common Core Implementation Timeline (FDOE) • CCSS vs. NGSS Assessment Item Comparison • Crosswalk Activity • Deliberate Practice Chart • High-impact Anchor Literacy Standards Focus: In a way that relates to your content area, make close reading and rereading of texts central to lessons.	6th-8th	Administratively Assigned Team	School-wide	August 29th, 2012	Webinar: Shift to SRG: Grading the CCSS in VIMS • How is it different from source/event grading? • Reporting and Monitoring the Standards • Define the vocabulary (standard, measurement topic, etc.) (Aligned to Danielson and CCSS)	Administrators

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data Notebooks	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP	$300.00
			Subtotal: $300.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District Provided	$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: $300.00

End of Writing Goals

Civics End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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						

Civics 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 Civics 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:	We will improve overall attendance by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.1% (1,141) Attendance Rate	94.1% Attendance Rate
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
30% (368)	29%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
26% (309)	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	Students missing the bus have no alternative form of transportation	- Complete assistance paperwork - 5 Days Absent Conference with student - 10 Days Absent Conference with student & parent - 15 Days PST meeting with Social Worker, guidance counselor, and teachers. - Complete Attendance Contract and referral to CINS/FINS	Guidance Counselor, Teachers, Administrators, Attendance Secretary, School Social Worker	Decreased attendance rate data on monthly reports, Individual Student data on reports	Monthly, Quarterly and Yearly Attendance Report
2	Parents leave for work before students catch the bus	- Complete assistance paperwork - 5 Days Absent Conference with student - 10 Days Absent Conference with student & parent - 15 Days PST meeting with Social Worker, guidance counselor, and teachers. - Complete Attendance Contract and referral to CINS/FINS	Guidance Counselor, Teachers, Administrators, Attendance Secretary, School Social Worker	Decreased attendance rate data on monthly reports, Individual Student data on reports	Monthly, Quarterly and Yearly Attendance Report
	FLU Season and other student illnesses	- Complete assistance paperwork - 5 Days Absent Conference with student	Guidance Counselor, Teachers, Administrators, Attendance	Decreased attendance rate data on monthly reports, Individual Student data on reports	Monthly, Quarterly and Yearly Attendance Report

	3		- 10 Days Absent Conference with student & parent - 15 Days PST meeting with Social Worker, guidance counselor, and teachers. - Complete Attendance Contract and referral to CINS/FINS	Secretary, School Social Worker			

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Review procedures for attendance, tardies, and referral to guidance and PST	6th-8th	Guidance Counselor and Social Worker	House Meetings	Ongoing	Monitor School-level and student-level attendance reports	Attendance secretary, Guidance Department, PST Chair

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:	Decrease the number of students suspended by 5%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
38% (457)	35%
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
17% (201)	12%
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
18% (221)	15%
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
10% (122)	5%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' behavior in the classroom	Alternative Classroom Management Professional Development	Academic Coach and Administration	Reduced rate of suspensions	Suspension Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RTI-B Training	6th-8th	Academic Coaches, Chuck Yerger, and Mandy Ellzey	School-wide	Ongoing	Classroom Visitation	Administrators

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Increase parent involvement 1%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
80%	81%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents who live and work in areas outside of school zoning find it difficult to attend certain functions	Provide ongoing opportunities for involvement at various times of the day, to include home-visits by administration if necessary	Administration	Sign-in sheets and Volunteer Logs	Parent Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Shared Decisions Making Process Presentation will be presented and reviewed when neccesary	6th-8th	SAC Chair	School-wide	January, 2012	Survey	Administrators and SAC Chair

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	N/A
Problem-Solving Process to Increase Student Achievement	

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

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)

Career and Technical Education (CTE) 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. CTE	

CTE Goal #1:	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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						

CTE 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 CTE Goal(s)

Additional Goal(s)

Administration and teachers will offer informational meetings to educate parents and students about the district-mandated 80% summative/20% formative grading scale and how best to support their child's education. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Administration and teachers will offer informational meetings to educate parents and students about the district-mandated 80% summative/20% formative grading scale and how best to support their child's education. Goal Administration and teachers will offer informational meetings to educate parents and students about the district-mandated 80% summative/20% formative grading scale and how best to support their child's education. Goal #1:	Facilitate informational an informational meeting during Open House, 2012
2012 Current level:	2013 Expected level:
0 meetings	1 meeting

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	A large portion of parents are unable to attend Open House due to conflicts with work schedules.	The starting time will be adjusted according to input from parents.	Administration	Communication between parents, faculty, and administration	Climate Survey

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

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

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

Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of Administration and teachers will offer informational meetings to educate parents and students about the district-mandated 80% summative/20% formative grading scale and how best to support their child's education. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data Notebooks	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP Funds	$300.00
CELLA	Data Warehouse	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP	$300.00
Mathematics	Data Warehouse	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP	$300.00
		3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis.		

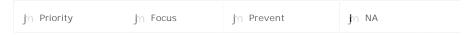| Science	Data Notebooks	Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP	$300.00
Writing	Data Notebooks	3-ring binders with dividers/sections organized into classroom, school-wide, and district data. Information regarding the academic diversity of students will be collected and analyzed on a continuous basis. Teachers will update the data as needed in order to accurately identify those in the lowest quartile and other subgroups who may be in need of additional support. Information will then be shared at department and grade level PLC meetings.	SAC/SIP	$300.00
Administration and teachers will offer informational meetings to educate parents and students about the district-mandated 80% summative/20% formative grading scale and how best to support their child's education.				$0.00
				Subtotal: $1,500.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District-provided	$0.00
CELLA	Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District-provided	$0.00
Mathematics	Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District Provided	$0.00
Science	Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District Provided	$0.00
Writing	Pinnacle	Teachers will use Pinnacle to effectively and efficiently communicate student progress and achievement	District Provided	$0.00
Administration and teachers will offer informational meetings to educate parents and students about				

	$0.00
the district-mandated 80% summative/20% formative grading scale and how best to support their child's education.	
	Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Administration and teachers will offer informational meetings to educate parents and students about the district-mandated 80% summative/20% formative grading scale and how best to support their child's education.				$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Administration and teachers will offer informational meetings to educate parents and students about the district-mandated 80% summative/20% formative grading scale and how best to support their child's education.				$0.00
				Subtotal: $0.00
				Grand Total: $1,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA

Are you a reward school: ꞁ Yes ꞁ No

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

No Attachment **(Uploaded on 10/19/2012)**

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Classroom supplies to support implementation of Common Core	$400.00

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

During the course of the year, SAC members will work collaboratively with the principal to promote best practices for successful implementation of the School Improvement Plan goals. When called upon to do so, SAC members will vote to approve the use of SAC funds as requested by the faculty/staff and principal. All the while, SAC will adhere to and practice under the agreed upon by-laws.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District SILVER SANDS MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	73%	91%	63%	302	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	66%	69%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	73% (YES)			142	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					579	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District SILVER SANDS MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	70%	93%	54%	290	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	61%	68%			129	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	54% (YES)	62% (YES)			116	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					535	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested