

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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Florida Department of Education
325 West Gaines Street
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School Name: FRIENDSHIP ELEMENTARY SCHOOL

District Name: Volusia

Principal: Maria V. Martoral

SAC Chair: Jessica A. Aivazis

Superintendent: Dr. Margaret A. Smith

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

Last Modified on: 10/11/2012

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	Maria V. Martoral	BA English/ ESOL MS School Guidance & Counseling K-12 MS Educational Leadership	10	18	2011-2012- B School, FCAT (52% R/ 45% M; 64% R/ 45% M; 68%R/ 43%M) 2010-2011- A School, FCAT (73% R/ 73% M; 63% R/ 57% M; 61% R/ 63% M), AYP 85% 2009-2010 - A School, FCAT (75% R/72% M; 60% R/63% M; 57% R/81% M), AYP 95%* 2008-2009 - B School, FCAT (74% R/65% M; 67% R/52% M; 62% R/51% M), AYP 82%* 2007-2008 - A School, FCAT (72% R/67% M; 66% R/68% M; 70% R/75% M), AYP 100%* 2006-2007 - A School, FCAT (72% R/64% M; 78% R/62% M; 75% R/65% M), AYP 79%* 2005-2006 - B School, FCAT (72% R/65% M; 57% R/66% M; 61% R), AYP 90%* 2004-2005 - B School, FCAT (74% R/66% M; 62% R/61% M; 55%

					R) ,AYP 90%* 2003-2004 – A School, FCAT (80% R/73% M; 80% R/79% M; 83% R), AYP 93%* 2002-2003 – A School, FCAT (71% R/61% M; 73% R/69% M; 85% R), AYP ?* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Jessica A. Aivazis	BS Elementary Education/ ESOL MA Educational Leadership	3	3	2011-2012- B School, FCAT (52% R/ 45% M; 64% R/ 45% M; 68%R/ 43%M) 2010-2011- A School, FCAT (73% R/ 73% M; 63% R/ 57% M; 61% R/ 63% M), AYP 85% *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Lenora Forsythe	BS Early Childhood Education MS Reading	9	7	2011-2012- B School, FCAT (52% R/ 45% M; 64% R/ 45% M; 68%R/ 43%M) 2010-2011- A School, FCAT (73% R/ 73% M; 63% R/ 57% M; 61% R/ 63% M), AYP 85% 2009-2010 - A School, FCAT (75% R/72% M; 60% R/63% M; 57% R/81% M), AYP 95%* 2008-2009 - B School, FCAT (74% R/65% M; 67% R/52% M; 62% R/51% M), AYP 82%* 2007-2008 – A School, FCAT (72% R/67% M; 66% R/68% M; 70% R/75% M), AYP 100%* 2006-2007 – A School, FCAT (72% R/64% M; 78% R/62% M; 75% R/65% M), AYP 79%* 2005-2006 – B School, FCAT (72% R/65% M; 57% R/66% M; 61% R), AYP 90%* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Academic	Widalis Camacho	BA Elementary Education ESOL Endorsement	8		No data as an Instructional Coach.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Administration	October 2012	
2	Leadership Opportunities	Administration	October 2012	
3	Professional Development/Book Studies	Administration Academic Coach Reading Coach	October 2012	
4	PLC Activities/Gift of Time	Administration Academic Coach Reading Coach	October 2012	
5	Student showcase/acknowledgement (Positive Referrals, Bobcat Bucks, Morning News, Safety Patrol, Honor Roll, National	Administration Academic Coach	October 2012	

	Elementary Honor Society)	Reading Coach		
6	Student showcase/acknowledgement (Positive Referrals, Bobcat Bucks, Morning News, Safety Patrol, Honor Roll, National Honor Society)	Administration	October 2012	
7	Promotion of School (Brochures, School Website, School Newsletter, Connect Ed)	Administration Website Administrator	October 2012	
8	Network w/Community and Business Partners	Administration Business Coordinator	October 2012	
9	Kagan Structures	Administration Academic Coach Reading Coach	October 2012	

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
None at this time	

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
38	5.3%(2)	5.3%(2)	65.8%(25)	26.3%(10)	50.0%(19)	100.0%(38)	10.5%(4)	7.9%(3)	60.5%(23)

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
Tricia Dowdell	Larissa Binkus	Mentor is an experienced 1st Grade Teacher	Online Staff Development, observations with coaching, peer classroom visits, PD 360
Lydia Webster-Rosenberg	Denille Dutil	Mentor is an experienced 4th grade teacher	Online Staff Development, observations with coaching, peer classroom visits, PD 360

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

- Academic Coach for the purpose of comprehensive staff development
- Reading Coach to provide guidance on K-12 reading plan
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Parenting Liaison to insure effective involvement of parents
- Supplemental Tutoring after school and Saturday mornings
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

- After School Tutoring in Math
- After School Tutoring in Reading
- Saturday Tutoring in Math

Violence Prevention Programs

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

- Red Ribbon Week Activities
- Bullying program
- Peer Conflict/Conflict Resolution program
- Student mentoring program

- Peer Mediation program
- Monthly Guidance lessons

Nutrition Programs

Friendship Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition Committee
- Health and Personal Fitness Lessons

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision making by promoting the Volusia Proficiency Model (VPM). Ensures that teachers are implementing 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. Ensures adequate professional development is scheduled for the faculty. The School Psychologists will be providing the training in order to address consensus issues and build skills and understanding. Supports the school's team in the completion of resource mapping (academic and behavioral) 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 Team website (www.volusia.k12.fl.us/pst) 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.

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

Reading Instructional Specialist (Coach): Provides guidance on K-12 reading plan; facilitates and supports data collection

activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Assists school 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 determine the student's response to intervention.

School Social Worker: Assists schools in identifying interventions and assists parents with accessing community agencies to support the child's academic, emotional, behavioral and social success.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

School Counselor: Assists schools in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team to identify specific trends in mental health and behavioral concerns among groups of students.

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

The school's RTI leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RTI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RTI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RTI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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

The Problem Solving/RTI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic, behavioral and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

MTSS Implementation

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FAIR, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on MTSS.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RTI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RTI process as well as an overview of PS/RTI is accessible through the PS/RTI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has

access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision making by promoting the Volusia Proficiency Model (VPM). Ensures adequate professional development is scheduled for the faculty. Communicates with parents through school newsletters and relevant meetings, in order to address the purpose of the LLT in meeting student needs and to address frequently asked parental questions.

Academic Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. 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.

Reading Instructional Specialist (Coach): Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning.

School Counselor: Assists schools in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team to identify specific trends in mental health and behavioral concerns among groups of students. Homeless contact.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver intervention instruction, collaborate with other staff to implement interventions, act as liaisons (curriculum contacts) between district staff and school staff.

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

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

The Literacy Leadership Team meets following the completion of each FAIR assessment and during PLC times on Tuesdays and Thursdays.

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

The major initiative will be the implementation of research based best practices to accelerate ELL & ESE students in making adequate yearly progress under NCLB.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

N/A

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Percentage of students achieving proficiency (FCAT Level 3) in reading will increase by at least 4 percent in Grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.34% (49)	30% (56)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenge of working with students who have limited vocabulary skills in English and/or their native language.	Ensure that all teachers receive professional development related to effective instructional strategies in Reading. Vary the reading genres and utilize more non-fiction material. Require more written responses to literature. Reciprocal Teaching Kagan Structures	Reading Coach Administration Classroom Teachers	Ongoing monitoring of formative assessments and teacher observation by Administration.	District Assessment and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Percentage of students achieving Above Proficiency (FCAT Level 4 and 5) in reading will increase by at least 3% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25.8% (48)	29% (55)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenge of working with students who have limited background knowledge.	Professional development in effective reading strategies for the higher-level learner. Encourage student use of Reading Counts and 100 Book Challenge programs. Utilization of Literature Circles, Research Projects, and rubrics for grading. iPad's & Clickers Technology.	Reading Coach Administration Classroom Teachers	Ongoing monitoring of formative assessment 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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making Learning Gains in Reading stayed the same from 2011 to 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% making Learning Gains	66% making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of parental involvement	Provide after school tutoring. Increasing amount of small group instruction during Reading Block. Vary the reading genres and utilize more non-fiction material. Use graphic organizers and reading notebooks, logs, or journals to respond to literature. Walk to Intervention Kagan Structures	Administration Academic Coach Reading Coach Classroom Teacher	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students.	District Assessment and FCAT results

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	The percentage of students in the Lowest 25% making Learning Gains in Reading increased by 4% from 2010 to
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Reading Goal #4:	2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% making Learning Gains	65% making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from homes with Limited or Non-English speaking parents.	Provide after school tutoring. Introduce and encourage use of Reading Strategies and Test Taking skills. Increasing amount of small group instruction during Reading Block. Send Leap Pads home with students. Send parental information home in native language.	Administration Academic Coach Reading Coach Reading Intervention Teacher Classroom Teacher	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students in the lowest 25%.	Weekly Test District Assessments FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In 2010-2011, 71% scored at level 3 or higher in reading. Target: Increase level 3 and higher rate to 86% in 2016-2017.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	76	78	81	83	

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: 53 Black: 50 Hispanic: 51 Asian: N/A American Indian: N/A	White: 58 Black: 55 Hispanic: 56 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
	Lack of Parent	Provide after school	Administration	Track student growth	District

1	Involvement	tutoring. Increasing amount of small group instruction during Reading Block. Vary the reading genres and utilize more non-fiction material. Use graphic organizers and reading notebooks, logs, or journals to respond to literature. Thinking Maps	Academic Coach Reading Coach Classroom Teacher	using formal and informal assessment data and meet regularly as grade level to foster growth among all students through PLC's.	Assessments and FCAT results
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22%	30%

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	We have a growing number of ELL students in the school population classified as NES.	Ensure that all teachers receive professional development related to effective strategies in Reading for ELL students. Use of peer mentors. Provide high interest/low level reading materials and visuals for ELL student use. Provide bi-lingual materials if feasible. Brain Child Systems 44 Read Naturally	Administration Classroom Teachers Reading Coach ESOL Teacher	Ongoing monitoring of formative assessment and teacher observation by administration.	District Assessments and FCAT results

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

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

11%	20%				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes.	Provide after school tutoring. Increasing amount of small group instruction during Reading Block. Vary the reading genres and utilize more non-fiction material. Use graphic organizers and reading notebooks, logs, or journals to respond to literature.	Administration Academic Coach Reading Coach Classroom Teacher	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students through PLC's.	District Assessments and FCAT results

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

5E. Economically Disadvantaged students not making satisfactory progress in 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:
46%	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	Lack of Parent Involvement	Provide after school tutoring. Increasing amount of small group instruction during Reading Block. Vary the reading genres and utilize more non-fiction material. Use graphic organizers and reading notebooks, logs, or journals to respond to literature.	Administration Academic Coach Reading Coach Classroom Teacher	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students.	District Assessment and FCAT results

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
iPad & iPod Technology	All	Martoral Gregory	School-Wide	September-October 2012	Observation Artifacts Lesson Plans	Administration
Clickers	K-5	Forsythe Gregory Camacho	PLC	October 2012	Observation Artifacts Lesson Plans	Administration
ePST	K-5	Forsythe Soto Coker	School-Wide	October 2012	Observation Artifacts	Administration
DRA	K-3	Forsythe	PLC	October 2012	Observation	Administration
SIPPs	2-5	Forsythe	PLC	September-December 2012	Observation Student Data	Administration Reading Coach
Making Meaning	2, 4 & 5	Forsythe	PLC	August-October 2012	Observation Student Data	Administration Reading Coach
Data Analysis	K-5	Forsythe	PLC	October 2012 January 2013 May 2013	N/A	Administration
Data Articulation	K-5	Martoral	School-Wide	December 2012 January 2013 May-June 2013	N/A	Administration
Common Core	All	Forsythe Martoral Aivazis	School-Wide	All year	Observation Artifacts Lesson Plans Student Data	Administration
VSET	All	Aivazis Martoral Hirsch Watson	School Wide	August-October 2012	Observation Artifacts Lesson Plans Student Data	Administration
Kagan Structures	All	Aivazis Martoral Forsythe	School Wide	October 2012	Observation Artifacts Lesson Plans Student Data	Administration
Rigor Made Easy Vocabulary Teaching Common Core Standards	All	Forsythe	School Wide	January 2013	Observation Artifacts Lesson Plans Student Data	Administration
MyPGS/ PD 360	All	Aivazis Martoral Forsythe	School Wide	All year	Observation Artifacts Lesson Plans Student Data	Administration
Pinnacle	All	Camacho Forsythe	School Wide	All year	Observation Student Data	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Rigor Made Easy: Vocabulary at the Core, Teaching Common Core Standards	Title I	\$54.90
Book Study	Elements of Reading: Rev it Up	Title I	\$500.00
Interactive Student Notebooks	Use with tutoring students	Title I	\$125.00
Visual Learning	Classroom Teachers	Title I	\$539.69
Common Core Maps	Classroom Teachers	Title I	\$36.06
			Subtotal: \$1,255.65

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
Kagan Structures	Classroom Teachers	Title I	\$600.00
SIPPs	Classroom Teachers	Title I	\$700.00
			Subtotal: \$1,300.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
After-School Tutoring w/ Transportation	Classroom Teachers	Title I	\$30,000.00
Reading Night	Classroom Teachers	Title I	\$200.00
Kindergarten Screening	Classroom Teachers	Title I	\$1,083.17
Kindergarten Education Night	Classroom Teachers	Title I	\$300.00
			Subtotal: \$31,583.17
			Grand Total: \$34,138.82

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.			
2012 Current Percent of Students Proficient in listening/speaking:					
37.5% (21)					
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. Ensure that all teachers receive professional development related to effective instructional strategies in Reading. Vary the reading genres and utilize more nonfiction	Administrator Academic Coach ELL teachers	Ongoing monitoring of formative assessments and teacher observations by administration	CELLA, Oral IPT, FCAT, District Assessments, VSET

		material. Require more verbal and written responses to fiction and nonfiction literature. Reciprocal Teaching Kagan Structures		
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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%.
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2012 Current Percent of Students Proficient in reading:

62.5% (35)

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 Attendance	Ensure that all teachers receive professional development related to effective instructional strategies in Reading. Vary the reading genres and utilize more nonfiction material. Require more written responses to literature. Reciprocal Teaching Kagan Structures I-Station	Administration Academic Coach ELL teachers Social Worker	Ongoing monitoring of formative assessments and teacher observations by administration	CELLA, Reading & Writing IPT, FCAT, District Assessments, VSET

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in Writing on CELLA will increase by 2%.
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2012 Current Percent of Students Proficient in writing:

62.5% (35)

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	Increase amount of vocabulary instruction. Write across the curriculum/more written summarizing during Reading instruction. Utilize storyboards/ Graphic Organizers Use of modeling Break apart the writing process. Writing Notebooks Elements of Reading One-on-One Conferencing/ Writing Workshops/ Publishing Kagan Structures	Administrator Academic Coach ELL teachers	Ongoing monitoring of formative assessments and teacher observations by administration	CELLA, Reading & Writing IPT, FCAT, District Assessments, VSET

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
I- Station	ESOL Students	Title I	\$1,220.00
			Subtotal: \$1,220.00
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
Before School Tutoring	Classroom Teachers	Title I	\$380.00
			Subtotal: \$380.00
			Grand Total: \$1,600.00

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Percentage of students achieving proficiency (FCAT Level 3) in math will increase by 5% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (54)	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	Challenge of working with students who lack basic Math skills. Not all instruction has been consistently aligned to the NGSSS access points	Ensure that all teachers receive professional development related to effective instructional strategies in Math. Teach Math vocabulary using manipulatives and electronic visual aids. Utilize technology that accompanies new Math series. Incorporate Math Centers into the Math block. Interactive Student Notebooks. Wordwalls for Math Vocabulary Timez Attacks Sunshine Math Kagan Structures Math Tech Lab	Administration Academic Coach Classroom Teacher	Ongoing monitoring of formative assessment 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 group:

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Percentage of students achieving above proficiency (FCAT Level 4 and 5) in math will increase by 5% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (30)	21%

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	Math series and Common Core State Standards do not align with one another.	Utilize the upper level Math Centers included in the new Math series. Have more proficient students act as peer tutors. Require Math projects and written responses to allow students the opportunity to apply knowledge. Sunshine Math/ Problem Solving Questions Manipulatives Interactive Student Notebooks Math Tech Lab Kagan Structures	Academic Coach Classroom Teachers	Ongoing monitoring of formative assessment 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 group:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making Learning Gains in math decreased by 12% from 2011 to 2012. Our goal for 2013 is to increase the percentage of students making Learning Gains by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45% of students making Learning Gains	50% of students making Learning Gains

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students needing additional support in the area of Math.	Reteach Math concepts using the kinetic approach with manipulatives and videos. Singapore Math program Math Tutoring UCF student mentors Differentiated Math Centers Home-School Connection Timez Attacks/ Online Math Games Math Tech Lab Sunshine Math Afterschool parent workshops Kagan Structures	Academic Coach Classroom Teachers	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students.	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 group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students making Learning Gains in mathematics will increase by 9%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of students making Learning Gains	50% of students making Learning Gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from homes with Limited or Non-English speaking parents.	Reteach Math concepts using the kinetic approach with manipulatives and videos. Math Tutoring UCF student mentors, Special Area mentors, peer mentoring Home-School Math Connection sent home in Spanish Introduce Math vocabulary with picture cards. Constant monitoring of At Risk students. Math Tech Lab Kagan Structures Afterschool parent workshops	Administration Academic Coach Classroom Teachers	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students.	District Assessments and FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2010-2011, 71% scored at level 3 or higher in math. Target: Increase level 3 and higher rate to 86% in 2016-2017				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	76	78	81	83	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 45 Black: 35 Hispanic: 47 Asian: N/A American Indian: N/A	White: 51 Black: 42 Hispanic: 52 Asian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from homes with Limited or Non-English speaking parents.	Reteach Math concepts using the kinetic approach with manipulatives and videos. Math Tutoring UCF student mentors, Special Area mentors, peer mentoring Home-School Math Connection sent home in Spanish Introduce Math vocabulary with picture cards. Math Tech Lab Kagan Structures Afterschool parent workshops	Administration Academic Coach Classroom Teachers	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students.	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:

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.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
29%	36%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Reteach Math concepts using the kinetic approach with manipulatives and videos. Singapore Math program Math Tutoring UCF student mentors Differentiated Math Centers Home-School Connection Timez Attacks/ Online Math Games Math Tech Lab Kagan Structures Afterschool parent workshops	Classroom Teachers Academic Coach ESOL Teacher	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students.	District Assessments FCAT Results

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

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.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
26%	33%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of Parent Involvement/ Lack of Background Knowledge	Reteach Math concepts using the kinetic approach with manipulatives and videos. Singapore Math program Math Tutoring UCF student mentors Differentiated Math	Academic Coach Classroom Teachers ESE Resource Teachers	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students.	District Assessment and FCAT results

1	Centers Home-School Connection Timez Attacks/ Online Math Games Math Tech Lab Kagan Structures Afterschool parent workshops		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

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:
42%	48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Parent Involvement/ Lack of Background Knowledge	Reteach Math concepts using the kinetic approach with manipulatives and videos. Singapore Math program Math Tutoring UCF student mentors Differentiated Math Centers Home-School Connection Timez Attacks/ Online Math Games Math Tech Lab Kagan Structures Afterschool parent workshops	Academic Coach Classroom Teachers	Track student growth using formal and informal assessment data and meet regularly as grade level to foster growth among all students.	District Assessment and FCAT results

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Book Study: Small Steps, Big Changes: Essential Practices for Transforming Schools Through Mathematics	K-5	Camacho	School Wide	Spring 2013	Observation	Administration
Data Analysis	2-5	Camacho	Grades 2-5	Fall 2012 Spring 2013	Observation	Administration
Data Articulations	2-5	Martoral	Grades 2-5	Fall 2012 Spring 2013	N/A	Administration
Common Core State Standards	K-5	Camacho	Grades K-5	All year	Observation Lesson Plans Artifacts Student Data	Administration
Kagan Structures	K-5	Camacho	School Wide	All year	Observation Lesson Plans Artifacts Student Data	Administration
Rhymes & Times	3-5	Camacho	Grades 3-5	Fall 2012	Observation	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study	Rhymes & Times	Title I	\$450.00
Book Study	Small Steps, Big Changes	Title I	\$146.96
			Subtotal: \$596.96
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Math & Science Night	Classroom Teachers	Title I	\$200.00
Book Study	Classroom Teachers	Title I	\$300.00
			Subtotal: \$500.00
			Grand Total: \$1,096.96

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Percentage of students achieving Proficiency (FCAT Level 3) in Science increased 13% from 2010 to 2011. Our 2012 goal is for 50% of students to score at the proficient level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th- 45% (33)	5th- 50%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenge of working with students who have limited vocabulary skills in English and/or their native language.	<p>Use Science research centers during the Reading block small group/center time.</p> <p>Add Science related books to the listening Center.</p> <p>Use science notebooks to record observations and experiments.</p> <p>Conduct more than one Science experiment a week demonstrating the Scientific Method.</p> <p>Digital Interactive Science Glossary.</p> <p>AIMS Series</p> <p>Interactive Student Notebook</p> <p>iPad & Clickers Technology</p> <p>Kagan Structures</p> <p>Think Central</p> <p>Afterschool parent workshops</p>	Classroom Teachers	Ongoing monitoring of formative assessment 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 group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency in Science will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (9) scoring above proficiency	15% scoring above proficiency

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 Background/ Content Knowledge	Pre-planning of curriculum to work on building prior knowledge. Foldables/ Flip Charts Textbook Workshops PLC time to plan for instruction and review FCAT 2.0 specs Interactive Student Notebooks Family Science Night Student Interactive Lessons More hands on projects iPad & Clicker Technology Kagan Structures	Classroom Teacher	Ongoing monitoring of formative assessment 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 group:

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
My PGS/ PD 360	All	Aivazis Forsythe	School Wide	All year	Observation Artifacts	Administration
Book Study	K-5	Strickland	School Wide	Spring 2013	Observation Artifacts	Administration
Kagan Structures	K-5	Camacho Forsythe	School Wide	All year	Lesson Plans Student Data Observation Artifacts	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Lab Materials/ Equipment	Classroom Teachers	Title I	\$5,000.00
			Subtotal: \$5,000.00
			Grand Total: \$5,000.00

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:	Percentage of students achieving a 3.0 or higher in writing will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (60)	84%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenge of working with students who have limited vocabulary and convention skills in English and/or their native language. Permanship	Increase amount of vocabulary instruction. Write across the curriculum/more written summarizing during Reading instruction. Utilize storyboards/ Graphic Organizers Use of modeling. Break apart the writing process. Writing Notebooks. Elements of Reading One-on-One conferencing/ Writing Workshops/ Publishing Kagan Structures	Classroom teachers	Ongoing monitoring of formative assessment 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 group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards	K-5	Forsythe	School Wide	All year	Lesson Plans Student Data Observation Artifact	Administration
Writing Process	K-5	Expert Teachers	School Wide	Fall 2012	Lesson Plans Student Data Observation Artifact	Administration
Integrating Writing Across the Content Areas	K-5	Forsythe	School Wide	Fall 2012	Lesson Plans Student Data Observation Artifact	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Melissa Forney Writing Workshop	Intermediate Teachers	Title I	\$1,000.00
			Subtotal: \$1,000.00
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: \$1,000.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Attendance rate will increase by 1% for the 2012-2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.68%	96%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
167 students	150 students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
106 students	90 students

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	Social Economic Status High mobility rate Health issues	Increase parent/teacher communication. Phone calls home on Fridays to discuss absences. Utilize the Social Worker. Send home Attendance letters. Refer students to PST. Reward for students who are at school all week.	Administration Classroom Teachers Guidance Social Worker Academic Coach Reading Coach ESOL & ESE Teachers	Monitor: Increased attendance rate for students. Increased student Academic Achievement.	District attendance rates by quarter Conference minutes Social Worker Visitation Log

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
		Lenora				

ePST	K-5	Forsythe Frank Coker Judy Soto	School-Wide	October 2012	Observation Artifact	Administration Reading Coach
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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
Attendance PLC	Classroom Teachers	Title I	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	The number of In-school Suspensions and Out of School Suspensions will decrease for the 2012-2013 school year by 2%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
2	2
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2	2
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
30	25
2012 Total Number of Students Suspended Out-of-	2013 Expected Number of Students Suspended Out-

School	of-School				
18	15				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Involvement	Refer students to the Behavior Leadership Team. RtI-B and FUBA process Behavior Contracts Use of positive strategies: Positive Referrals Bobcat Bucks Café Bucks Good News Home postcards Terrific Kids Mentoring	All School Employees	Monitor the number of in-school suspensions, out of school suspensions, and number of students being suspended.	Referral/Suspension Data: Reduction in number of referrals. Increase in use of Bobcat Bucks and Positive Referrals.

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	K-5	Aivazis Forsythe Coker	School Wide	September-October 2012 during PLC	Facutly Meetings	Administration Reading Coach School Psychologist Guidance

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
Bobcat Incentives	School-Wide	Box Tops for Education	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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:		Maintain our 5 Star School rating by continuing consistent parental involvement at all school events and parent teacher conferences.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
5 Star School		Continue our 5 Star school status			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP
2	Lack of Parent Involvement/ Lack of Background Knowledge	Parent to Kids Reading Night Math, Science & Nutrition Night Parent Education Workshops	Reading Coach ESOL Academic Coach Guidance Administration	Observation	Observation

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
Math,			Friendship			

Science & Nutrition Night	School Wide	Academic Coach	Elementary Staff, students and parents	Fall 2012	Ongoing discussion	Administration
Parent VIPS	Volunteers	Margarita Lopez	Friendship Elementary Volunteers	Fall 2012; Spring 2013	Ongoing discussion	Administration
Reading Night	School Wide	Reading Coach	Friendship Elementary Staff, students and parents	Fall 2012	Ongoing discussion	Administration

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
Parent VIPS Training	Parent Volunteers	School	\$0.00
Parent Workshops	Consumables to help students in the areas of Reading, Math, Science and Writing.	School	\$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:			The participation of 5th grade students in Science Fair project will increase by 10%.		
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 knowledge and/or interest in STEM areas.	Publicize opportunities for student and parent participation in extracurricular STEM events via website, newsletter, ConnectEd.	Classroom Teacher Academic Coach	Monitor usage and implementation data of STEM modules	District Assessments FCAT Results

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

Technology 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. Technology Goal Technology Goal #1:	Increase the useage of technology of the faculty and students through school sponsored activities.
2012 Current level:	2013 Expected level:
75% of faculty and staff used clickers or iPads last year.	90% of faculty and students using technology on a daily basis.

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 Background Knowledge	Technology Committee iPad & iPod Technology Clickers Staff Development of Technology Useage Math Tech Lab EDEP using Technology Class/ School Website	Classroom Teachers Academic Coach Media Administration	Observation Artifact	Formative & Summative Assessments

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
ePST	K-5	Forsythe Coker Soto	School-Wide	October 2012	Observation Artifact	Administration Forsythe
iPad & iPod Technology	K-5	Martoral Aivazis Gregory	School-Wide	August- October 2012	Observation Artifact	Administration

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
iPad Technology	School Wide	Title I Funds	\$5,000.00
			Subtotal: \$5,000.00
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: \$5,000.00

End of Technology Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Book Study	Rigor Made Easy: Vocabulary at the Core, Teaching Common Core Standards	Title I	\$54.90
Reading	Book Study	Elements of Reading: Rev it Up	Title I	\$500.00
Reading	Interactive Student Notebooks	Use with tutoring students	Title I	\$125.00
Reading	Visual Learning	Classroom Teachers	Title I	\$539.69
Reading	Common Core Maps	Classroom Teachers	Title I	\$36.06
CELLA	I- Station	ESOL Students	Title I	\$1,220.00
Writing	Melissa Forney Writing Workshop	Intermediate Teachers	Title I	\$1,000.00
				Subtotal: \$3,475.65
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Technology	iPad Technology	School Wide	Title I Funds	\$5,000.00
				Subtotal: \$5,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Kagan Structures	Classroom Teachers	Title I	\$600.00
Reading	SIPPs	Classroom Teachers	Title I	\$700.00
Mathematics	Book Study	Rhymes & Times	Title I	\$450.00
Mathematics	Book Study	Small Steps, Big Changes	Title I	\$146.96
Parent Involvement	Parent VIPS Training	Parent Volunteers	School	\$0.00
Parent Involvement	Parent Workshops	Consumables to help students in the areas of Reading, Math, Science and Writing.	School	\$0.00
				Subtotal: \$1,896.96
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	After-School Tutoring w/ Transportation	Classroom Teachers	Title I	\$30,000.00
Reading	Reading Night	Classroom Teachers	Title I	\$200.00
Reading	Kindergarten Screening	Classroom Teachers	Title I	\$1,083.17
Reading	Kindergarten Education Night	Classroom Teachers	Title I	\$300.00
CELLA	Before School Tutoring	Classroom Teachers	Title I	\$380.00
Mathematics	Math & Science Night	Classroom Teachers	Title I	\$200.00
Mathematics	Book Study	Classroom Teachers	Title I	\$300.00
Science	Science Lab Materials/ Equipment	Classroom Teachers	Title I	\$5,000.00
Attendance	Attendance PLC	Classroom Teachers	Title I	\$100.00
Suspension	Bobcat Incentives	School-Wide	Box Tops for Education	\$1,000.00
				Subtotal: \$38,563.17
				Grand Total: \$48,935.78

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/30/2012)

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
Miscellaneous	\$0.00
Materials & Supplies	\$112.68
Parenting	\$240.96
Professional Development	\$0.00
Student & Teacher Recognition	\$150.80

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

During the 2012-2013 school year our SAC will:

September – Share school data, share draft of SIP, discuss member expectations/SAC budget/ meeting schedule, review/amend SAC by-laws and School Compact, elect SAC officers

October/November –finalize and submit SIP, SAC training topics, approval of school recognition funds dispersal, discuss legislative issues

December – no meeting

January – midyear progress report on goal status, discuss correlation between goals and FCAT, continue SAC training

February/March – gather public input to get general ideas for direction for SIP, continue SAC training, begin planning for climate surveys

April/May – complete climate surveys/Title I survey and report results, report on FCAT testing, recruit new SAC members and hold elections, summarize the year and celebrate successes, final budget report.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Volusia School District FRIENDSHIP ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	73%	73%	91%	51%	288	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	57%			120	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	63% (YES)			124	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					532	
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 FRIENDSHIP ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	75%	72%	86%	38%	271	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	63%			123	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?	57% (YES)	81% (YES)			138	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					532	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested