

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: DISCOVERY ELEMENTARY SCHOOL

District Name: Volusia

Principal: Suzann Kenis

SAC Chair: Melinda Jones

Superintendent: Dr. Smith

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

Last Modified on: 10/22/2012

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

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K-12 Public Schools
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Suzann Kenis	Bachelor of Arts, Exceptional Student Education, Master's of Arts, Exceptional Student Education, 30+ Hours Educational Leadership,	1	14	2011-2012: A School Reading 27% (Level 3) 27% (Level 4 and higher) FAA Reading 33% (Level 4,5,6) 22% (Level 7 and higher) Learning Gains 61%, Lowest 25% = 56% Math 73% (Level 3) 24% (Level 4 and higher) FAA Math 33% (Level 4,5,6) 22% (Level 7 and higher) Learning Gains 73% Lowest 25% = 76% 2010-2011, Spirit Elementary– A, AYP 77% (81%R, 75%M; 72%R, 64%M; 69%R, 68%M) * 2010- B School, AYP 87% (81%R/73%M; 60%R/61%M; 47%R/58M)* 2009- A School, AYP 97% (84%R/84% M; 70%R/69%M; 65%R/65%M)* 2008- A School, AYP 92% (80%R/79%M; 66%R/73%M; 58%R/75%M)*

		Educational Leadership, Mentally Handicapped, School Principal, Specific Learning Disabilities			2007-A School, AYP 97% (79%R/73%M; 73%R/63%M; 57%R/70%M)* 2006-A School, AYP 100% (82%R/77%M; 65%R/67%M; 64%R)* 2005-A School, AYP 93% (82%R/76%M; 69%R/63%M; 51%R)* *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M Prior to 2005: Based on the Volusia County District evaluation system then in place, Suzann Kenis either met or exceeded the 12 competencies required for administrators.)
Assis Principal	Althia Thompson	Bachelors of Science, Specific Learning Disabilities, Masters of Arts, Administration and Supervision Specific Learning Disabilities and Administration	2	2	2011-2012: A School Reading 27% (Level 3) 27% (Level 4 and higher) FAA Reading 33% (Level 4,5,6) 22% (Level 7 and higher) Learning Gains 61%, Lowest 25% = 56% Math 73% (Level 3) 24% (Level 4 and higher) FAA Math 33% (Level 4,5,6) 22% (Level 7 and higher) Learning Gains 73% Lowest 25% = 76% *(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)
Science Coach	David Gray	M.A. Educational Leadership, B.S. in Elementary Education, K-12 ESOL Endorsement	7	2	2012: A School Reading 26% (Level 3) 28% (Level 4 and higher) FAA Reading 50% (Level 4,5,6) 50% (Level 7 and higher) Learning Gains 63%, Lowest 25% = 71% Math 35% (Level 3) 27% (Level 4 and higher) FAA Math 50% (Level 4,5,6) 50% (Level 7 and higher) Learning Gains 72% Lowest 25% = 59% Writing 81% Science 40% (Level 3) 16% (Level 4 or higher) 2011 A 550 Points, Reading 81%, Math 76%, Science 67%, Writing 70%, LG reading 69%, LG Math 59%, Lowest 25% reading 63%, Lowest 25% math 65%. 2010: "A" 602 points, Reading 81, math 84, writing 74, science 74, LG reading 65, LG math 76, 25% reading 58, 25% math 90: AYP no 92%
					2012: A School Reading 26% (Level 3) 28% (Level 4 and higher) FAA Reading 50% (Level 4,5,6) 50% (Level 7 and higher) Learning Gains 63%, Lowest 25% = 71%

Academic Coach	Samantha Hulsman	M.A. Curriculum & Instruction (TLSI), B.S. Early Childhood Education, Elementary Education Certification, K-12 ESOL Endorsement	11	2	<p>Math 35% (Level 3) 27% (Level 4 and higher) FAA Math 50% (Level 4,5,6) 50% (Level 7 and higher) Learning Gains 72% Lowest 25% = 59%</p> <p>Writing 81% Science 40% (Level 3) 16% (Level 4 or higher)</p> <p>2011 A 550 Points, Reading 81%, Math 76%, Science 67%, Writing 70%, LG reading 69%, LG Math 59%, Lowest 25% reading 63%, Lowest 25% math 65%.</p> <p>2010: "A" 602 points, Reading 81, math 84, writing 74, science 74, LG reading 65, LG math 76, 25% reading 58, 25% math 90: AYP no 92%</p>
Academic Coach	Kristy Kasye	NBCT-Early Childhood Generalist M.A. Reading, B.S. Elementary Education, K-12 ESOL Endorsement	7	1	<p>2012: A School Reading 26% (Level 3) 28% (Level 4 and higher) FAA Reading 50% (Level 4,5,6) 50% (Level 7 and higher) Learning Gains 63%, Lowest 25% = 71%</p> <p>Math 35% (Level 3) 27% (Level 4 and higher) FAA Math 50% (Level 4,5,6) 50% (Level 7 and higher) Learning Gains 72% Lowest 25% = 59%</p> <p>Writing 81% Science 40% (Level 3) 16% (Level 4 or higher)</p> <p>2011 A 550 Points, Reading 81%, Math 76%, Science 67%, Writing 70%, LG reading 69%, LG Math 59%, Lowest 25% reading 63%, Lowest 25% math 65%.</p>
Math Coach	Paul Falk	B.S. in Elementary Education	3	1	<p>2012: A School Reading 26% (Level 3) 28% (Level 4 and higher) FAA Reading 50% (Level 4,5,6) 50% (Level 7 and higher) Learning Gains 63%, Lowest 25% = 71%</p> <p>Math 35% (Level 3) 27% (Level 4 and higher) FAA Math 50% (Level 4,5,6) 50% (Level 7 and higher) Learning Gains 72% Lowest 25% = 59%</p> <p>Writing 81% Science 40% (Level 3) 16% (Level 4 or higher)</p> <p>2011 A 550 Points, Reading 81%, Math 76%, Science 67%, Writing 70%, LG reading 69%, LG Math 59%, Lowest 25% reading 63%, Lowest 25% math 65%.</p>

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	Mentoring and Coaching	Administration, Academic Coaches	June 2013	
2	Professional Development	Administration, Leadership Team, and District TOAs	June 2013	
3	Recognition/Celebrations	School Recognition Committee, Sunshine Committee, PTO, Business Partners, Administration, District	June 2013	
4	Classroom Visitations	Colleagues, Academic Coaches, Administration	June 2013	

5	PLC Meetings, Data Meetings, Grade Level Meetings	Administration and PLC	June 2013	
6	New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	Administration	June 2013	
7	Leadership Opportunities	Administration, Leadership Team, District	June 2013	
8	Participation in District Job Fair and Recruitment Activities	Administration	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
61	1.6%(1)	23.0%(14)	50.8%(31)	24.6%(15)	42.6%(26)	100.0%(61)	13.1%(8)	9.8%(6)	59.0%(36)

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
Celeste Johnson (PAR)	Andrew Elbin	Andrew is a first year teacher, being mentored by a highly effective district-assigned Peer Assistance and Review (PAR) Teacher.	Empowering Educators (E3 Program, Coaching, observations, collaborative lesson planning.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Under Title I Part A Discovery Elementary 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 Discovery Elementary School include:

- Academic, Reading and Math Coach for the purpose of comprehensive staff development
- Family Center Para-professional who facilitates our extensive parent involvement program
- Reading Intervention Teachers to provide interventions for students in need via a push-in model
- Math Intervention Teacher to provide interventions for students in the math club
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data
- Parent to Kids Program
- Purchase of Istation an individualized reading program
- Purchase of Study Island an individualized math and science computer program
- Purchase of Brain Pop for support in all subject areas

Title I, Part C- Migrant

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. Discovery Elementary School utilizes these resources through the following:

- Before/After School Tutoring in Math
- Before/After School Tutoring in Reading
- Math/Science Club
- Homework Room
- Saturday FCAT Camp

- Writing Club

Violence Prevention Programs

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

- Suicide prevention training for teachers
- Anti-Bullying program
- Student Mentoring Program
- Behavior Leadership Team

Nutrition Programs

Discovery Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness Classes
- PE Homework
- Running Club
- Personal Fitness Classes
- Health Classes

Housing Programs

NA

Head Start

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

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

Discovery Elementary offers student career awareness opportunities. We offer this through guest speakers from business and field trips. Our curriculum also offers information about careers in all subject areas.

Other

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

School-based MTSS/Rti Team

Identify the school-based MTSS leadership team.

Administrators, PST Chair, School Psychologist, Grade Chairs, Academic Coaches, and Social Worker

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).

Discovery Elementary Literacy Leadership Team consist of grade level chairs, academic coach, math and science coaches, district Teacher on Assignments, and administration. The team is trained in MTSS to assist teachers and students at their

grade level. The academic coaches share data and activities to respond to data. The grade chairs share needs, solutions, and information with their grade levels.

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

The Literacy Leadership Team meets once a month as a group to discuss school wide data and trends. This information is shared at each grade level meeting. Our coaches have data meetings as data is collected. The group discusses ways to improve school wide weaknesses in reading, writing, math and science.

Grade Level chairs facilitate PLC meetings on a weekly basis, analyzing data, problem solve, and collaborate on best practices.

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

This year we will focus on reading proficiency and growth, with a concentration in grade three. The skill and achievement gap that exists between second and third grade are profound and need to be closed. We will accomplish this by aligning ourselves with Common Core and strengthening our resources, intensive reading intervention, and professional development to build the capacity of our teachers.

Writing for all grade levels will increase the number of students that receive a FCAT Writing Level 4 or higher.

District Initiatives including, but not limited to: Pinnacle Insight, Standards Referenced Grading, VSET, and VIMS).

Training in technology and improved software.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*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?

NA

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?

NA

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](#)

NA

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:	Our goal is to increase the number of students scoring Level 3 in reading by 2%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
25.54% (71)	27%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies. Implementation of tutoring, Saturday FCAT Camp	Academic Coach, Administrator, Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
3	Funds for staff development	Applying for grants and using Title I funds.	Principal, Academic Coaches and Literacy Leadership Team	Receive funds, observe classroom instruction, scantron	Teachers implement quality instruction.
4	Time for teacher collaboration as a follow up to professional development (PLC Time).	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed (PLC Time) including substitute teacher days	Administration	Faculty survey in May 2011	Student Achievement
5	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrative Staff Academic Coach	Ongoing monitoring through VSET observations Teacher records of	FAIR data, FCAT results

the rigor required by Common Core State Standards		reflections on literacy strategy use	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Our goal is to maintain 50% of students scoring at Levels 4,5,and 6 on FAA in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	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	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	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:	Our goal is to increase the number of students achieving above proficiency (Level 4 and 5) in reading by 1% in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (78)	29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Adequate time for	Teams (with the support	Coaching Staff	Ongoing monitoring of	Reading

1	teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Administrator Teachers	formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth	assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Purchasing advanced materials in reading. Improving vocabulary skills in ELL population.	Ensure that all teachers receive professional development related to effective instructional strategies in reading – specific to the higher level learner. Use above level reading materials and literacy circles.	Intensive Reading Teachers, Academic Coaches, ELL teachers, Classroom Teachers, Administration	Formative Assessments and unit tests will be monitored during the year. Students will be tracked and accelerated.	District assessments, FAIR, and FCAT Results.
3	Large number of ELL, ESE, and economically disadvantaged students at Discovery Elementary.	Use above level readers and chapter books. Teach higher level thinking skills. Level students during our 30 minute WTI time to give students above level reading.	Academic Coaches, Teachers, Administration	Interim, summative, and formative testing.	Formative Assessments, FAIR Testing, Interim Testing and FCAT Test.
4	More rigorous instruction is needed, with more opportunities for higher-level thinking skills.	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Our goal is to maintain 50% of students scoring at Level 7 or higher in FAA in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	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	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	Unique Reports FAA Results
	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

2	Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our goal is to increase the number of students making learning gains by 1% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (103)	64%

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 with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Academic Coach, ESE Lead Team, Administrators	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer District Interim Assessments
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs Academic Coach Administrators	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
4	Students with disabilities are performing more than one grade level below chronological age.	Small group direct instruction. Thirty minutes of additional reading each day.	ESE Teachers, Administration, Intensive Reading Teachers, Mentors	Progress monitoring	Formative and summative testing, FCAT

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	N/A
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Reading Goal #3b:					
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	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	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
3	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	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 reading. Reading Goal #4:	Our goal is to increase the number of students in the lowest 25% making learning gains by 1% in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (36)	72%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
	Funding for materials Time	Students will also receive leveled fluency passages	CRT Parents	Teacher observation Student work	Reading Unit Tests

2	Volunteers	which will come from Approaching Teacher Resource from Macmillan reading series	Volunteer	Weekly reading assessments	District Assessments FCAT Results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Instructional coaches, tutors, administration.	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results.
4	We have a growing number of SWD who receive services. ELL percentage has increased (more students are non-English speaking.)	Intensive reading teacher will tutor ESE students. After school tutoring will remediate reading skills. Teachers will use Thinking Maps training to help students organize thoughts. Use extra 30 minutes of reading daily.	Teachers, coaches, ESE teachers, ELL teachers, administration.	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Formative assessments, district tests, FCAT results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (64% proficient) or through Safe Harbor.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	64	68	71	75	

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, we will reduce the achievement gap by meeting the AMO target (64% proficient) or through Safe Harbor (59% proficient).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 61% Black: 48% Hispanic: 47% Asian: N/A American Indian: N/A	White: 73% (Safe Harbor 65%) Black: 58% (Safe Harbor 53%) Hispanic: 54% (Safe Harbor 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	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Academic Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
2	Obtain funding for tutoring programs.	Apply for SAI funds, Migrant student tutoring funds and Title I funds.	ELL Tutors, after school tutors, homework room, use of ELL curriculum during	Ongoing monitoring of formative assessments, data warehouse,	Data Warehouse, FCAT results

			small group instruction		
3	Attendance at tutoring programs.	Communicate the need for 100% attendance of all tutoring programs. Offer before, after and Saturday tutoring.	Tutors and administration.	Track attendance during tutoring programs.	Attendance Sheets

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:
ELL: 48%	47% (Safe Harbor 53%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Academic Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assesments and FCAT results Progress monitoring of weekly data using graphs/trend lines.
2	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL's.	Academic coaches, Administration	Formative assessments, observation by administration	CELLA, FCAT results, District tests
3	Attendance at tutoring programs.	Communicate the need for tutoring to ESOL parents.	Tutors and Administration.	Attendance sheets	Attendance data.

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 23%	SWD: 40% (Safe Harbor 31%)

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	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT
2	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, Administrator	Ongoing monitoring of formative assessments and teacher observation by Principal	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 ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 51%	ED: 61% (Safe Harbor 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	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Academic Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3
2	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.	Teachers, coaches, administration	Ongoing monitoring of formative assessment and teacher observation by principal	District Assessments and 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

Write From the Beginning and Beyond Response to Literature (WFTB)	K-5/ELA	Academic Coaches	Grade Level PLCs	Initial Training during October; implementation within 30 days; follow-up within 60 days	Ongoing monitoring through PLC discussions and classroom observations/coaching	Academic Coaches
High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	K-5/Reading	Administrator, Academic Coach	School-wide	Identified Early Release PD Days	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	Administrative Staff Academic Coaches
Read Naturally Fluency Program	K-5	Academic Coaches	All Classroom Teachers	September-May	Observation and Coaching	Academic Coaches
iStation Reading Program	K-5	Administration Academic Coaches	All Classroom Teachers	October refresher with periodic updates as needed	Observation and Coaching	Administrative Staff Academic Coaches
MTSS Training	All	School Psychologist PST Chair	School-wide	Initial Training during October; monthly follow-up	Ongoing monitoring through PLC discussions and based on teacher need	PST Chair
Technology in the Classroom	All	Administration Academic Coaches Teacher Leaders	School-wide	Initial Training during November; monthly follow-up as needed	Observation and Coaching	Administrative Staff Academic Coaches
Pinnacle Insight	All	Administration Gradebook Managers	School-wide	Initial Training during August; PLC follow ups as needed	Observation and Coaching Data Analysis	Administrative Staff Gradebook Managers Academic Coaches
Comprehensive Instructional Sequence (CIS)	Grades 2-5	Academic Coaches	Grade Level PLCs	Initial Training during November; implementation within 30 days; follow-up within 60 days	Ongoing monitoring through PLC discussions and classroom observations/coaching	Academic Coaches
Make and Take Common Core Center Activities	K-5	Literacy Leadership Team Academic Coaches	All Classroom Teachers	Initial Offering during November; follow up as needed	Observation and Coaching	Academic Coaches
FAIR and Interim Data Chats	K-5	Administration Academic Coaches	All Classroom Teachers	AP1, AP2, & AP3 After the occurrence of each District Interim Assessment	Observation and Coaching Data Analysis	Administrative Staff Academic Coaches
Using CELLA & Teaching ELLs	All	ESOL Teachers	School-wide	November-December	Ongoing monitoring through PLC discussions and based on teacher need	Administrative Staff ESOL Teachers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
100 Book Challenge	Reading Incentive Program	Title I and School Budget	\$600.00
Reading Counts	Reading Incentive Program	Title I and SAC	\$500.00
		Title 1	\$450.00
			Subtotal: \$1,550.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
istation	Computer Reading Program	Title 1	\$6,500.00

Computer programs to differentiate instruction/remediation	Brain POP, Brain POP jr., Brain POP Spanish	School Budget	\$500.00
Waterford	Computer Reading Program	Title 1	\$300.00
Study Island	Computer based Reading Program	Title 1	\$2,400.00
			Subtotal: \$9,700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parent to Kids	Parent training/support reading program	District Title I	\$0.00
Write from the Beginning	Graphic Organizer/Maps Based Writing Program	Title 1	\$2,500.00
Professional Development Book Studies to improve current reading programs	Books that support reading initiative: When Readers Struggle	Title 1	\$500.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Academic Coaches	Coach teachers in strategies Academic coaches/intervention/Reading	Title 1	\$60,000.00
Tutoring	Before/after school tutoring for grades 3-5	Title 1/District budget	\$20,000.00
			Subtotal: \$80,000.00
Grand Total: \$94,250.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking.		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
56% (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	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by	CELLA, IPT, FCAT, District Assessments

	practices for teaching ELLs.		principal	
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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 1%.
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2012 Current Percent of Students Proficient in reading:

38% (57)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

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

3. Students scoring proficient in writing. CELLA Goal #3:	The percentage of students scoring proficient in Writing on CELLA will increase by 1%.
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2012 Current Percent of Students Proficient in writing:

61% (92)

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

	Language Learners	for English Language Learners		observations by principal	
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Our goal is to increase the number of students scoring a Level 3 in math by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (97)	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	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Increased number of students in ELL program and SES students.	Use numerous hands on materials to increase background knowledge in math.	Math Coach, intensive math teacher, administration, classroom teachers	Monitor formative assessments, observations of student work in math lab, increased vocabulary.	Scantron, data warehouse, FCAT results
3	Low attendance at tutoring programs.	Communicate with parents the need for good attendance. Offer tutoring before, after school, and Saturdays.	Tutoring teachers and administration.	Attendance at tutoring.	Attendance sheets.
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 Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0
5	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Our goal is to maintain 50% of students scoring at Levels 4, 5, and 6 on FAA in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	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	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	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 mathematics. Mathematics Goal #2a:	Our goal is to maintain the number of students achieving proficiency (Level 4 and 5) in math in grades 3, 4, and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (76)	27%

Problem-Solving Process to Increase Student Achievement

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

		enrichment.			
2	Low math vocabulary skills and basic computation skills.	Math acceleration with more complex word problems. Math Club and Math Labs will be available for 4th and 5th grade students.	Math Coach, Administration, Classroom Teacher	Formative assessments, observations	Scantron, Data Warehouse, FCAT Results
3	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative learning Consider the incorporation of project-based learning	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observation FCAT 2.0

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Our goal is to maintain 50% of students scoring a Level 7 or higher in FAA in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	50% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Unique Reports FAA Results
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration ESE Team	District follow-up survey Check student progress 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 mathematics. Mathematics Goal #3a:	Our goal is to maintain the number of students making learning gains in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (123)	72%

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	Increased number of students with ELL and SES classification. Low vocabulary and background knowledge in math.	Use numerous programs to build background knowledge and vocabulary (FCAT Explorer, Thinking Maps, Math Lab, etc.).	Classroom Teachers, Math Coach, intensive math teacher, Administration	Formative assessments, observations	Data Warehouse, Scantron Interims, FCAT Results
2	Lack of attendance at tutoring programs.	Communicate with parents the need to attend tutoring.	Tutoring teachers and administration.	Attendance taken by teachers	Attendance sheets
3	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal is to increase the number of students in the lowest 25% making learning gains by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (27)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Large number of students in this group are students with disabilities.	Use numerous hands on materials, Thinking Maps, FCAT Explorer, weekly math lab, extra time during the day remediating math. Tutoring programs will be offered.	Math Coach, ESE teachers, Administration	Formative observations, observations	Data Warehouse, Scantron Interims, FCAT Results
2	Retention of curriculum taught the previous year.	Offer math tutoring, technology programs, and extended time in math.	Teacher and administration	DA tests and Unit tests will be monitored by benchmarks.	Unit tests and FCAT.
3	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (63% proficient) or through Safe Harbor (67% proficient). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	59	63	66	70	74	

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, we will reduce the achievement gap by meeting the AMO target (63% proficient) or Safe Harbor
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Mathematics Goal #5B:	(67% proficient).
2012 Current Level of Performance:	2013 Expected Level of Performance:
white: 71% Black: 57% Hispanic: 53% Asian: N/A American Indian: N/A	White: 69% (Safe Harbor 74%) Black: 53% (Safe Harbor 61%) Hispanic: 56% (Safe Harbor 58%) 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	Low attendance for tutoring programs.	Communicate with parents the need for good attendance to tutoring programs. Offer morning, afternoon and Saturday tutoring programs.	Tutoring teachers and administration.	Attendance at tutoring	Attendance sheets
2	Low background knowledge and vocabulary skills in math.	Tutoring programs, math lab, FCAT Explorer, and other strategies will be implemented.	Math Coach, Classroom teachers, ELL teacher and administration	Formative assessments, observations	Scantron Interims, Data Warehouse, FCAT Results
3	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	Academic Coach and Administrators	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 41%	47% (Safe Harbor 53%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide high-quality vocabulary instruction throughout the day. Teach essential content words in depth. Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Academic Coaches Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines.
	Low level skills in vocabulary and	The use of hands on materials, math lab,	Math Coach, Intensive Math	Formative Assessments, Observations	Scantron Interims, Data Warehouse,

2	background knowledge.	demonstrations in the textbook, videos, FCAT Explorer, and other vocabulary building activities.	Teacher, ELL teachers, Classroom Teachers, Administration	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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 31%	SWD: 44% (Safe Harbor 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	Students with Disabilities are below level in reading and math.	Remediate in both reading and math. Use hands on materials, FCAT Explorer, Direct Instruction Programs, Math Labs, tutoring, and other strategies as needed.	ESE teachers, Classroom teacher, Math Coach, Administration	Formative assessments, observations	Scantron Interims, Data Warehouse, FCAT Results
2	Students with Disabilities are more than one grade level behind in math.	Give an extra 30 minutes of math each day. Teach at their academic level but expose the students to grade level math also. Use math technology programs.	Math Coach, teachers, and administrators	Math unit test on academic level and grade level	DA and unit tests, FCAT
3	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. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	Administration Instructional Coaches	Ongoing monitoring of formative assessments	FAIR 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 ED students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 58%	ED: 58% (Safe Harbor 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	Students have low vocabulary and background knowledge in the area of math.	Use hands on materials, math lab, FCAT Explorer, tutoring, Thinking Maps and other strategies to increase scores. We will also use math technology programs.	Math Coach, Classroom Teachers, Administration	Formative assessments, observations	Scantron Interims, Data Warehouse, FCAT Results
2	Attendance to tutoring programs.	Communicate with parents the need to attend all tutoring classes.	Teachers, Tutors, administration.	Tutors will take attendance	Attendance sheets.
3	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 Instructional Coaches	Classroom Walkthrough Ongoing monitoring of diagnostic/formative/summative assessments	VSET Observations Domain 3 FSA/SSA/District Interims FCAT 2.0

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
Math Manipulatives	K-5	Academic Coach	School-wide	November-January	Observation and Coaching	Academic Coach
Kagan Cooperative Learning Strategies	K-5	Academic Coaches	Kagan-trained teachers	Quarterly	Quarterly Observations and Coaching	Academic Coaches
Scantron Achievement Series-Math Data Chats	K-5	Academic Coaches	Grade Level PLCs	After the occurrence of each District Interim Assessment	Ongoing monitoring through PLC discussions Observation and Coaching Data Analysis	Administrative Staff Academic Coaches
Using Math and Science Readers	K-5	Academic Coaches	Grade Level PLCs	October-November	Observation and Coaching	Academic Coaches
Model Effective Math Lessons	K-5	Academic Coach	School-wide	2012-2013	Observation and Coaching Data Analysis	Academic Coach
Teaching Math in Small Group	K-5	Academic Coach	Grade Level PLCs	2012-2013	Observation and Coaching Data Analysis	Academic Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

Using math readers	Manth Readers	Title 1	\$200.00
			Subtotal: \$200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Software	Brain Pop	Title 1	\$500.00
Technology devices	Envision Clickers	Title 1	\$1,500.00
Computer based Math program	Study Island	Title 1	\$0.00
			Subtotal: \$2,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Math Coach meetings during PLCs	Title 1	\$5,000.00
Thinking Math	Training for teachers grades 3-5, collaborating with other schools (providing subs for training)	Title 1	\$5,000.00
			Subtotal: \$10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Academic Coaches	Math lab/Data Analysis/Coaching	Title 1	\$50,000.00
			Subtotal: \$50,000.00
			Grand Total: \$62,200.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Our goal is to increase the numbers of students scoring Level 3 in science by 2%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
40% (41)		42%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results

				among all students using formative data	
2	Increased number of ELL and low SES students.	Science Club, Science Newsletter, FCAT Explorer, Science hands on activities, Visuals to build background knowledge	Classroom teachers, Science Contact, Administration	Formative assessments, observations	Data Warehouse, Scantron Interims, observations
3	Student's background knowledge is very limited.	Utilize science coach to provide support to classroom teachers.	Academic coach	PLC, Observations, summative assessments	Formative Assessments, Unit Tests, Performance Matters Data.
4	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science 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:	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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Our goal is to increase the numbers of students scoring Level 4 or higher in science by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (16)	17%

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	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Vocabulary and background knowledge are considered barriers.	Use FCAT Explorer, Science Newsletter, Science Club, Study Island	David Gray: Science Coach	Formative assessments and observations	Scantron Interims, Data Warehouse, FCAT Results
3	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration Science PLCs Science Department Chair	Teacher Data	Vset Evaluation Domain 3

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in science.

Science Goal #2b:

N/A

2012 Current Level of Performance:

2013 Expected Level of Performance:

N/A

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
Science Journals	2nd-5th Grade Teachers	Academic Coach	Intermediate Teachers	October-November	Student Products Observation and Coaching Grade Level PLC discussions	Academic Coach
Science Websites	2nd-5th Grade Teachers	Academic Coach	Intermediate Teachers	October-November	Observation and Coaching Grade Level PLC discussions	Academic Coach
Scantron Achievement Series- Science Data Chats	K-5	Academic Coaches	Grade Level PLCs	After the occurrence of each District Interim Assessment	Ongoing monitoring through PLC discussions Observation and Coaching Data Analysis	Administrative Staff Academic Coaches

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Science Weekly Readers	Weekly Newsletter to be incorporated into Literacy Block	Title 1	\$400.00
Student Chapter Books/Think, pair, share	Chapter books with Science Theme	Title 1	\$500.00
			Subtotal: \$900.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Technology Software	Brain POP, Brain POP jr.	School Budget	\$500.00
			Subtotal: \$500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Interactive Science Journals	Writing about Science	Donations and School Budget	\$200.00
			Subtotal: \$200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Coach	Coaching/Mentoring/Professional Development/Training	Title 1	\$50,000.00
			Subtotal: \$50,000.00
			Grand Total: \$51,600.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.

Writing Goal #1a:

Our goal is to increase the numbers of students scoring Level 3 and higher in writing by 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (57)	82%

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 large number of ELL students who are weak in vocabulary and writing.	We will use writing strategies using the graphic organizers program called "Write from the Beginning.". After school tutoring and Saturday FCAT Camp.	Administration, Fourth grade teachers, Academic Coach	Ruby Payne Strategies and State Rubric criteria.	District Writing Prompts
2	Fifty percent of our population is Hispanic. Many parents are not bilingual and these students do not have the assistance at home like our other students.	Use graphic organizers, tutoring, Saturday FCAT Camp, and vocabulary builders.	Administration, Fourth Grade Teachers	Vocabulary building activities	District Writing Prompts
3	Students email and text using incomplete sentences. Their informal writing has no rules.	After school tutoring, Shutter Bug Writing Club, Saturday FCAT Camp, Graphic organizers, Write to read program	Writing Coach, Teachers	Writing Samples, PLC	District Writing Prompts
4	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data FCAT Writing scores
5	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Instructional Coaches Language Arts Department Chair Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Our goal is to maintain the number of students scoring Level 4 or higher in FAA in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100%

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

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
Write From the Beginning and Beyond Narrative and Expository (WFTB)	K-5	Academic Coaches	Grade Level PLCs	1-hour follow up sessions throughout the school year varying by grade level	PLC Discussions Observation and Coaching Data Analysis	Academic Coaches
Grammar, Spelling, & Rubric Scoring	K-5	Academic Coaches	Classroom Teachers	Once monthly throughout the school year with sessions varying by grade level	PLC Discussions Observation and Coaching Data Analysis	Academic Coaches
FCAT Writes Coaching	4th Grade	Instructional Support TOA Academic Coach	Individual Meeting Times	December	PLC Discussions Observation and Coaching Data Analysis	IS TOA Academic Coach

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Write From the Beginning	Graphic Organizer Program to Promote Writing	Title 1	\$1,500.00
			Subtotal: \$1,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training/Coaching with the Write from the Beginning Program	PLC Meetings	Title 1	\$500.00
Book Study	PLC Meetings	Title 1	\$200.00
			Subtotal: \$700.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,200.00

End of 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:	Our goal is to increase the numbers of students in attendance to 95%. Our goal is to decrease the numbers of excessive absences and tardies by 10 students in each area.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.47%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
257	247
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
261	251

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
	Discovery Elementary is a community school.	Reward students with perfect attendance and	Administration and school social	Crosspoint computer program	Crosspoint computer program

1	Only 9 students out of 669 students qualify for a school bus. Parents leave for work early in the morning and many students are left alone to get ready for school by themselves. Many families cannot afford a car or gas due to the economic situations. Students have to walk to school.	no tardies at our "Pride Assemblies." Have our Title I Paraprofessional call homes of chronic tardy or absent students. Speak at Open House, Parental Workshops and PTO about improving attendance.	worker		
2	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts w/student and/or parent/guardian	Administrators, Teachers, Attendance Clerk, School Counselors, School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports
3	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives recognition	Administration	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance reports

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
Attendance Policies	All	Pam Beckles, Social Worker	School-wide	October	Data Analysis of Attendance	Attendance Clerk Social Worker Guidance Counselor Administrative Staff

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reinforcers for attendance	Certificates Awards Incentives	Title 1/District Budget	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

End of 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:	Discovery Elementary will reduce the number of in and out of school suspensions by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
12 in-school suspension	11 in-school suspension
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
12 students	11 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
49 out of school suspension	42 out of school suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
29 students	26 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	Lack of parental involvement and supervision at home due to parents jobs, single parent homes, economy, etc.	Social Worker, Title I Parent Liason, Mentors, guidance, Alpha, teachers, administration will keep open communication with families.	Teachers, parents, social workers, guidance, administration, parents	BLT Meetings, Faculty Meetings	Computer data
2	New and inexperienced teachers who have weak classroom management skills.	Behavior Leadership Meetings, Teacher Induction Program, Mentoring, Champs Training, Coaching	Teacher, Administration	Number of discipline referrals and monthly TIPS and BLT meetings.	Computer Data

3	Challenge of working with students in lower SES backgrounds.	RTI B will be reviewing behavior challenges and recommending strategies based on individual student needs.	PST Team Teachers Administrators	Monthly Review of discipline data by the BLT/PST Team.	Computer Data Discipline Referrals
4	Parental permission and participation required	Identified at risk students will participate in the Alpha program implemented in partnership with community counseling agency The House Next Door.	Administration Guidance Counselor Alpha Counselor	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings.	Discipline referral data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS	Offered to all teachers	District Staff	School-wide	2012-2013	Observation and Coaching	Administrative Staff Academic Coaches
School-wide Discipline	All	Assistant Principal BLT Members	School-wide	Preplanning and throughout the year as needed	Behavior Leadership Team meetings	Administrative Staff Behavior Leadership Team Members
Bullying Prevention	All Teachers and Students	Assistant Principal Guidance Counselor	School-wide	September through May	Observation PLC discussions	Administrative Staff Guidance Counselor

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

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Discovery Elementary will continue the implementation of parent involvement activities in order to be awarded the Five Star School Award.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Current Five Star School	Maintain Five 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	We are a bedroom community to Orlando. Many parents commute to work and do not return home until late in the evening. Some families do not have transportation.	Schedule in school, after school, and weekend activities.	Administration, Teachers, parents	Sign-in sheets, surveys	End of the year surveys
2	Parents work during the day and cannot attend in- school events.	Offer once a year "Bring Your Parent to School" activities. This is a one day event when the parents can shadow a day in the life of their student.	Administration, Parents, Teachers	Sign-in sheets	Surveys
3	Parents come home late and they are tired and do n't attend evening activities.	Offer morning parenting groups with our guidance counselor. Times will be 7:45-8:30.	Guidance	Sign-in sheets	Surveys
4	Lack of community involvement.	Recruit community members to come to school and assist teachers and students with academic needs. Assist with math competitions between schools and individual students.	Title I paraprofessional, guidance counselor, PTO members, administration	Increased involvement by community. Document activities by volunteer hours.	Survey and sign-in sheets.
5	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are	Administration	Climate Survey April 2011	5-Star status for 2011 school year

		provided opportunities to meet regularly with the school to participate in decisions relating to the education of their children. Refer to PIP		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title I Meeting	All teachers, students, and parents	Administration	School-wide	Before Open House	Connect Ed Phone Calls	Administrative Staff
Parent Leadership Meetings	All ESOL parents	ESOL Teachers	Identified ESOL parents	Fall Spring	Parent Conferences throughout the year	ESOL Teachers
Coffee Talks	All	Guidance Counselor	Parents	Quarterly	Parent Contact as needed throughout the year Flyers	Guidance Counselor
Parent To Kids	Kindergarten and First Grade Parents	Parent to Kids Facilitators	Identified Kindergarten and First Grade Families	October-November 2012	Participant Surveys	Facilitators
FCAT Writes	4th Grade Parents	Academic Coach	4th Grade Parents	November 2012	Participant Surveys	Academic Coach
Family Math Night	All	Academic Coach	All Parents	December 2012	Observation	Academic Coach
Bring Your Parents to School Week	All	Administration Teachers	School-wide	November 2012	Participant Surveys	Administrative Staff
I am a Scientist	All	Academic Coach	All Parents	May 2013	Observation	Administrative Staff Academic Coach
Parenting Fair	All	Administration Academic Coaches Teacher Leaders Guidance Counselor	School-wide	March 2013	Participant Surveys	Administrative Staff
Technology Workshop for Parents	All	Administration Teacher Leaders	All Parents	January 2013	Participant Surveys	Administrative Staff

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Liason - Providing incentives for students	Community Involvement Walk to School Day Incentives Bike to School Day Parent Appreciation Day Other Incentive Days for Community Involvement, National Lunch Week School Bus Safety Week Lunch Week	Title 1/District Budget	\$500.00

Subtotal: \$500.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Liason	Parent Liason works closely with parents and sponsors community involvement events.	Title 1	\$12,000.00
Subtotal: \$12,000.00			
Grand Total: \$12,500.00			

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 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.	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices, at extracurricular STEM events (such as Science Fair, Science Family Night, Math Family Night) to excite interest in STEM activities. Publicize opportunities for student and parent participation in extracurricular STEM events via website, newsletter, ConnectEd	District STEM TOA Administration Science and Math Academic Coaches	Monitor usage and implementation data of STEM modules	Usage Data

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Night	Materials for Math and Science Nights to encourage student participation in Science and Math, including supplements for Teachers	Title 1	\$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 STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	100 Book Challenge	Reading Incentive Program	Title I and School Budget	\$600.00
Reading	Reading Counts	Reading Incentive Program	Title I and SAC	\$500.00
Reading			Title 1	\$450.00
Mathematics	Using math readers	Manth Readers	Title 1	\$200.00
Science	Science Weekly Readers	Weekly Newsletter to be incorporated into Literacy Block	Title 1	\$400.00
Science	Student Chapter Books/Think, pair, share	Chapter books with Science Theme	Title 1	\$500.00
Writing	Write From the Beginning	Graphic Organizer Program to Promote Writing	Title 1	\$1,500.00
Attendance	Reinforcers for attendance	Certificates Awards Incentives	Title 1/District Budget	\$500.00
Parent Involvement	Parent Liason - Providing incentives for students	Community Involvement Walk to School Day Incentives Bike to Schoo Day Parent Appreciation Day Other Incentive Days for Community Involvement, National Lunch Week School Bus Safety Week Lunch Week	Title 1/District Budget	\$500.00
STEM	STEM Night	Materials for Math and Science Nights to encourage student participation in Science and Math, including supplements for Teachers	Title 1	\$1,000.00
				Subtotal: \$6,150.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	istation	Computer Reading Program	Title 1	\$6,500.00
Reading	Computer programs to differentiate instruction/remediation	Brain POP, Brain POP jr., Brain POP Spanish	School Budget	\$500.00
Reading	Waterford	Computer Reading Program	Title 1	\$300.00
Reading	Study Island	Computer based Reading Program	Title 1	\$2,400.00
Mathematics	Technology Software	Brain Pop	Title 1	\$500.00
Mathematics	Technology devices	Envision Clickers	Title 1	\$1,500.00
Mathematics	Computer based Math program	Study Island	Title 1	\$0.00
Science	Technology Software	Brain POP, Brain POP jr.	School Budget	\$500.00
Writing	No Data	No Data	No Data	\$0.00
				Subtotal: \$12,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Parent to Kids	Parent training/support reading program	District Title I	\$0.00
Reading	Write from the Beginning	Graphic Organizer/Maps Based Writing Program	Title 1	\$2,500.00
Reading	Professional Development Book Studies to improve current reading programs	Books that support reading initiative: When Readers Struggle	Title 1	\$500.00
Mathematics	Common Core Standards	Math Coach meetings during PLCs	Title 1	\$5,000.00
Mathematics	Thinking Math	Training for teachers grades 3-5, collaborating with other schools (providing subs for training)	Title 1	\$5,000.00
Science	Interactive Science Journals	Writing about Science	Donations and School Budget	\$200.00
Writing	Training/Coaching with the Write from the Beginning Program	PLC Meetings	Title 1	\$500.00
Writing	Book Study	PLC Meetings	Title 1	\$200.00

				Subtotal: \$13,900.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Academic Coaches	Coach teachers in strategies Academic coaches/intervention/Reading	Title 1	\$60,000.00
Reading	Tutoring	Before/after school tutoring for grades 3-5	Title 1/District budget	\$20,000.00
Mathematics	No Data	No Data	No Data	\$0.00
Mathematics	Academic Coaches	Math lab/Data Analysis/Coaching	Title 1	\$50,000.00
Science	Science Coach	Coaching/Mentoring/Professional Development/Training	Title 1	\$50,000.00
Writing	No Data	No Data	No Data	\$0.00
Parent Involvement	Parent Liason	Parent Liason works closely with parents and sponsors community involvement events.	Title 1	\$12,000.00
				Subtotal: \$192,000.00
				Grand Total: \$224,250.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/4/2012)

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
The committee will approve funding requests from classroom teachers to support student achievement and assist with funding for community events, encouraging parental participation. A Parenting Fair/EXPO will be SAC's new initiative for the 2012-2013 school year. Additionally, SAC will provide substitute funding to support the district budget in providing for teachers to meet during the school day in their PLC groups to discuss and analyze data for improved instruction.	\$4,000.00

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

SAC will meet to discuss the events at the school and the ability to support programs for increased student achievement and parental/community involvement. The committee will approve funding requests from classroom teachers to support student achievement and assist with funding for community events, encouraging parental participation. A Parenting Fair/EXPO will be SAC's new initiative for the 2012-2013 school year.

*Parent Fair/EXPO -- Topics to include: Academic, Community Services, Homework Assistance, Behavioral Tips

Monthly Meetings

Funding for Student Achievement Incentives

Training sessions for new SAC Members

Parent/ Community Input for the School Improvement Plan

Review Data Trends

Actively review and participate in the SIP process (development, implementation, and follow up).

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 DISCOVERY ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	76%	70%	67%	294	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	59%			128	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	63% (YES)	65% (YES)			128	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					550	
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 DISCOVERY ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	81%	84%	74%	74%	313	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	65%	76%			141	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	58% (YES)	90% (YES)			148	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					602	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested