FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ST. CLOUD ELEMENTARY SCHOOL

District Name: Osceola

Principal: Bill Coffman

SAC Chair: Kelly Gray

Superintendent: Melba Luciano

Date of School Board Approval: Pending

Last Modified on: 9/7/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Bill Coffman	BS – Mathematics Education, Florida State University; Master of Education, University of Central Florida; Principal Certification – State of Florida, English To Speakers of other Languages (Endorsement)	11	27	01-02 Grade=A; AYP=No 02-03 Grade=A; AYP=No 03-04 Grade=A; AYP=No 04-05 Grade=A; AYP=No 05-06 Grade=A; AYP=Yes 06-07 Grade=A; AYP=Yes 07-08 Grade=A; AYP=Yes 08-09 Grade=A; AYP=Yes 09-10 Grade=A; AYP=No (97%) 10-11 Grade=A; Ayp=No (87%) 11-12 Grade=A
		BA-Education-Trinity College Master-Educational Leadership-Nova			

| Assis Principal | Cindi Chiavini | Southeastern University Certification- Early Childhood Education, Educational Leadership, Elementary Education, English To Speakers of other Languages (Endorsement) and School Principal | 6 | 9 | 03-04 Grade=A: AYP=No
04-05 Grade=A; AYP=No
05-06 Grade=A; AYP= No
06-07 Grade=A; AYP=Yes
07-08 Grade=A; AYP=Yes
08-09 Grade=A; AYP=Yes
09-10 Grade=A; AYP=No (97%)
10-11 Grade=A; Ayp=No (87%)
11-12 Grade=A |

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)
Literacy	Beth Telemko	BS – Elementary Education, Master of Education in Educational Leadership; National Board Certified, Elementary 1-6, ESOL and Reading Endorsement			NA First year as Literacy Coach Transferred from a high performing school

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	Regular meetings of new teachers (includes experienced but new to our school) with our administrative team and our Preparing New Educators Facilitator	Leadership Team	On-going	
2	Partnering new teachers with appropriate veteran staff	Leadership Team	On-going	

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
6 of our 64 instructional staff members are currently working to complete their ESOL endorsement 1 of our Gifted teachers is currently working to complete her Gifted endorsement	Teachers working to complete endorsements will be monitored by the leadership team in order to assure compliance. As appropriate instructional staff receive guidance in necessary classes to complete.

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
64	0.0%(0)	31.3%(20)	39.1%(25)	29.7%(19)	40.6%(26)	100.0%(64)	7.8%(5)	10.9%(7)	90.6%(58)

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
Sandra Savillo	Savannah Thai (Experienced Teacher)	Sandra is an experienced intermediate childhood educator, as well as National Board Certified. She is also Reading and Gifted Endorsed.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a regular basis.
Beth Telemko and Kelly Gray	Heather Lucas (Experienced Teacher)	As the counselor, Kelly is experienced with VE protocols, curriculum, and standards. She is also a National Board Certified Counselor. Beth is an experienced educator,our Literacy Coach and is National Board Certified as an Early Childhood Generalist.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a regular basis
Bonnie Kozloski	Tammy Clark (Experienced Teacher)	Bonnie is an experienced primary childhood educator.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a regular basis.

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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Bill Coffman - Principal
Cindy Chiavini - Assistant Principal
Kelly Gray - Guidance Counselor
Beth Telemko - Literacy Coach
Lori Goin - School Psychologist
Judi Schutz, Speech/Language Teacher
and grade level representatives

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?

1. RtI team consolidates and reviews school-wide data for reading, math, writing and behavior.

2. IAT team analyzes the data collected to identify students needing additional support in any the identified areas.
3. Team observes and analyzes classroom environments and instructional practices to determine the best possible ways to ensure that each student receives additional support within the regular classroom.
4. Team makes sure that all teachers and students are familiar with the school-wide behavior plan and expectations.
5. Team identifies students that need supplementary support in any of the identified areas.
6. Team analyzes the areas of need of the students and researches evidenced-based approaches or programs that may be used to help rededicate those areas or weakness.
7. Team frequently monitors the teachers to determine if the interventions are being implemented with fidelity.
8. Team supports teachers in identifying appropriate progress monitoring tools.
9. Team meets to discuss the progress and lack of progress of individual students and makes recommendations to continue with the interventions, modify the interventions, add an intervention or discontinue the student's participation in RtI.
10. Team includes teacher and parents in the decision making process.
11. Team recommends students for a formal psycho-educational evaluation, if needed.
12. Team completes a packet of paperwork and documentation of the RtI process and sends it to Students Services.

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 purpose of RtI is to make sure that all students make progress in acquiring basic academic skills in reading, writing, math and appropriate behavior. The RtI program is important in helping the school make significant gains in increasing overall student achievement. RtI targets all students by striving to improve the core curriculum in the regular classroom. In order to help students make academic gains, the team makes sure that appropriate learning strategies and differentiated instruction is reaching all students at their individual instructional levels. If supplementary support is needed the team provides interventions to help students' needs. These interventions are designed to bring about gains in basic academic skills. The gains made by all students, including students who benefit from the RtI program, help the school to achieve its School Improvement Plan goals and to make annual yearly progress.

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.

Students data obtained from screening measures (FAIR,District Benchmark Assessments, publisher provided textbook assesments), as well as from the 3 RtI Tiers, are displayed in tables or graphs. The data displayed in the various formats allow for easy analysis and interpretation. The data is also updated frequently to allow for progress monitoring and comparisons. Data is shared and discussed with teachers and other key staff members.

Describe the plan to train staff on MTSS.

Staff members at SCE have been trained in the basics of RtI, and it has been well received. Teachers participate in the entire process: studying data and helping to identify the students who require supplementary RtI support to analyzing the graphed data depicting student progress to the final process of identifying students who may need to be recommended for an evaluation.

Future staff trainings include the following topics:

1. Strengthening Tier 1:
Provide differentiated instruction for students' at all levels of learning.

2. RtI-In depth:
Continue to learn more about the RtI process and components.

3. Learning Deficits vs. Learning Disabilities:
The State Department of Educations' rules and procedures regarding the identification of students with learning disabilities.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Cindy Chiavini-Clegg - Assistant Principal
Beth Telemko - Literacy Coach
KJ Stratman - Kindergarten Teacher
Drew Hollock - First Grade Teacher
Gayle Noe - Second Grade Teacher
Jen Caressimo and Barbara Dell - Third Grade Teacher
Kimberly Lockwood - Fourth Grade Teacher
Kristen Simpson and Katie Yarbrough - Fifth Grade Teacher
Caitlin Esry - ESY
Debbie Shuttera - Media Specialist
Karen McDougal - Professional Support
Joyce Davis - Professional Support

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

The LLT will meet quarterly- dates to be determined. Each meeting will consist of a strategic agenda to oversee the implementation of the Reading Plan. The LLT will analyze data, determine needs, and create a course of action unique to St. Cloud Elementary.
Based on the data, the LLT will gear activities and professional development toward improving and refining reading instruction.
LLT members will also be expected to facilitate dialogue and talking points from meeting agendas with their grade level teams and PLC's.

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

To increase percentage of students making learning gains in reading, specifically by improving Guided Reading Instruction and delivery.
To increase the percentage of students in lowest 25% making learning gains in reading, specifically by improving intervention instruction and delivery implemented during iii.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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:	SCE will increase by 4% (school grade calculations) the percentage of students achieving mastery in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	76%

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	Addressing the appropriate learning needs of students struggling with on-grade level reading curriculum	Complete initial assessment of students and follow up with frequent formative assessments to monitor progress Implement explicit guided reading instructional program - specifically refining and strengthening small group lessons/instruction to maximize effectiveness Implement Common Core State Standards (K-2)	Reading Leadership Team (RLT), Literacy Coach and Leadership Team	CWTs, grade level reflections with Literacy Coach & RLT	Treasures Weekly Assessments, Oral Reading Fluency Assessments, FAIR and FCAT Reading Assessment, Common Core Standards Checklists (K-2)

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:	SCE will increase the number of students scoring at Levels 4 or above in reading on the Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (11/14) of students in grades 3-5 taking the Alternate Assessment scored at a Level 4 or above in reading.	80% of students in grades 3-5 taking the Alternate Assessment will score at Level 4 or above in reading.

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	Rigorous classroom expectations that are necessary for student success.	Differentiated, small group, and one-on-one instruction utilizing the PCI Reading Program. Supplementing the reading curriculum with Leveled Readers and Reading Mastery.	ESE Teacher and District Resource Staff.	Progress monitoring and student observation, progress towards IEP reading goals.	Classroom walk-throughs, observation of increased student engagement. PCI pre and post tests.

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:	SCE will increase by 4% (school grade calculations) the number of students reaching Levels 4 & 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (211 out of 457)	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	Authentic student engagement	Utilize available technology to increase student interest & participation	RLT, Literacy Coach, Leadership Team	Student performance & ussage reports from various electronic programs	District provided assessments, Accelerated Reader, Compass Odyssey, and STAR performance reports, FAIR and FCAT results
2	Rigorous classroom expectations that are necessary for student success	- Conferences with students - Cluster students by achievement level on formative assessments for authentic instruction Implementing Common Core State Standards (K-2)	RLT, Literacy Coach, Leadership Team	CWTs, gradel level reflections during PLC meetings, grade level meetings to discuss reports generated to show student performance.	District provided assessments, Accelerated Reader, Compass Odyssey, and STAR performance reports, FCAT results, and FAIR results, Common Core Standard's Checklists (K-2)

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:	SCE will increase the number of students scoring at Level 7 or above in reading on the Alternate Assessment by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64% (9/14) of students in grades 3-5 taking the Alternate Assessment scored a Level 7 or above in reading.	65% of students in grades 3-5 taking the Alternate Assessment will score at Level 7 or above in reading.

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous classroom expectations that are necessary for student success.	Differentiated, small group, and one-on-one instruction utilizing the PCI Reading Program. Supplementing the reading curriculum with Leveled Readers and Reading Mastery.	ESE Teacher and District Resource Staff.	Progress monitoring and student observation, progress towards IEP reading goals.	Classroom walk-throughs, observation of increased student engagement. PCI pre and post tests.

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:	SCE will increase by 4% (school grade calculations) the percentage of 4th and 5th grade students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	76%

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	Rigorous classroom expectations that are necessary to succeed	* Identify all students by achievement level in grades 4 and 5 on data wall * Contact parents of students who are not progressing as expected and develop PMP	RLT, Literacy Coach, Leadershp Team, Reading Teachers	Data Analysis Student Growth	Data Wall, progress monitoring asessment results, benchmark results, and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Based on the 2013 Florida Alternate Assessment the percent of 4th and 5th graders making Learning Gains in Reading will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on 2012 Florida Alternative Assessment 67% of our fourth and fifth graders made learning gains in Reading.	Based on the 2013 Florida Alternative Assessment at least 69% of our fourth and fifth graders will make a learning gain in Reading.

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	Rigorous classroom expectations that are necessary for student success.	Differentiated, small group, and one-on-one instruction utilizing the PCI Reading Program. Supplementing the reading curriculum with	ESE Teacher and District Resource Staff.	Progress monitoring and student observation, progress towards IEP reading goals.	Classroom walk-throughs, observation of increased student engagement. PCI pre and post tests.

		Leveled Readers and Reading Mastery.			

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:	SCE will realize an increase of 4% in the number of our students in the lowest quartile making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	66%

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 addressing "closing the gap" in student skill sets necessary to be strategic readers	Identify specific student deficits and provide interventions to bridge the gap in student learning	Literacy Coach, Reading Teachers, IAT/RtI	Review assessment data to ensure cognitive development of identified deficits	Treasures Assessments, Formative Benchmark Assessments, teacher mini-assessments, Developmental Reading Assessment, FAIR, FCAT results, and various research-based interventions 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 # Teachers will identify their lowest quartile students and focus attention on meeting the individual needs of those students and tracking their progress towards meeting grade level expectations.Percentage below represents students not 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	28%	25%	22%	19%	16%	

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:	SCE will realize a decrease of 5% in the number of students in each subgroup not making satisfactory progress in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:

By Ethnicity [%, # not making satisfactory progress] White [30%, 107 of 361] Black [40%, 8 of 20] Am Ind/Alaska [21%, 3 of 14] Asian/Pacific [22%, 2 of 9] Multi-Racial [19%, 5 of 26]	% of students making satisfactory progress in Reading by subgroup. White 75% Black 65% Am. Ind./Alaska 84% Asian/Pacific 83% Multi- Racial 86%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited background knowledge and english language academic vocabulary	Increase vocabulary/academic language interventions in small reading groups	Reading teachers and Literacy Leadership Team	Count Down to FCAT and Reading Formative Assessments	FCAT Reading

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:	SCE will realize a decrease of 5% in the number of ELL students not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total ELL Students [%, # not making satisfactory progress] 3rd grade [32%, 10 of 31] 4th grade [44%, 11 of 25] 5th grade [44%, 11 of 25] ALL ELL combined [40%, 32 of 81]	% of all ELL students making satisfactory progress will increase to 65%.

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	Identifying and addressing the individual needs of students.	Identify the areas of weaknesses through mini assessments and provide interventions through individual and small group instruction.	Reading teachers, ELL assistants, and Leadership team	Review of mini assessments and anecdotal notes of assistants	Teacher made tests/unit tests, Formative Benchmark assessments, and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	SCE will realize a decrease of 5% in the number of SWD not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total SWD [%, # not making satisfactory progress] 3rd grade [42%, 8 of 19] 4th grade [53%, 8 of 15] 5th grade [48%, 10 of 21] ALL SWD [47%, 26 of 55]	% of all SWD making satisfactory progress in reading will increase to 58%.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Identifying and	Identify the areas of	IAT team, Reading	Review of mini	Teacher made

1	addressing the individual needs of students.	weaknesses through mini assessments and provide interventions through individual and small group instruction.	teachers and Leadership team	assessments	tests/unit tests, Formative Benchmark 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:	SCE will realize a decrease of 5% in the number of economically disadvantaged students not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total Econ. Dis. [%, # not making satisfactory progress] 3rd grade [38%, 30 of 78] 4th grade [34%, 21 of 62] 5th grade [38%, 26 of 68] ALL Econ. Dis. [37%, 77 of 208]	% of all economically disadvantaged students making progress in reading will increase to 68%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty addressing learning deficits in students that are necessary to improve/increase student growth	Identify specific student deficits and provide interventions to decrease learning gaps	Literacy Coach, IAT Team, Reading Teachers, Leadership Team	Reivew assessment data to ensure cognitive development of identified deficits	Teacher assessments, Formative Benchmark Assessments, Teacher mini-assessments, FCAT results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLCs will continue to assess grade level needs based on student data.	PK-5	Literacy Coach and RLT	School-wide	Before school and early release days	Debriefing with team members to critique effectiveness	Leadership Team
The implementation of the Common Core State Standards	K-2	Literacy Coach, RLT, PLC leads.	K-2	Before school and early release days.	CWTs and PLC meetings	Leadership Team
The introduction and blending of the Common Core State Standards.	3-5	Literacy Coach, RLT, PLC leads	3-5	Before school and early release days.	CWTs and PLC meetings	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	SCE will increase by 10% the percentage of (CELLA tested)students reaching proficent in Listening and Speaking.

2012 Current Percent of Students Proficient in listening/speaking:
3rd grade; 3 of 10 students scored proficient (30%) 4th grade; 5 of 12 students scored proficient (42%) 5th grade; 1 of 5 students scored proficient (20%) Overall; 9 of 27 students scored proficient (33%)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Addressing the appropriate learning needs of students struggling with language acquisition.	Implement small group instruction to strengthen the students' vocabulary and comprehension skills.	ESOL Compliance, Guidance Counselor and teachers	Review of progress by ESOL Compliance, Guidance Counselor and teachers	CELLA and IPT (Idea Profiency Test)

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	SCE will increase by 10% the percentage of (CELLA

CELLA Goal #2:	tested) students reaching proficient in Reading.

2012 Current Percent of Students Proficient in reading:

3rd grade; 3 of 10 students scored proficient (30%)
4th grade; 5 of 12 students scored proficient (42%)
5th grade; 2 of 5 students scored proficient (40%)
Overall; 10 of 27 students scored proficient (37%)

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	Addressing the appropriate learning needs of students struggling with on-grade level reading.	Complete initial assessment of students and follow up wiht the Rourke Reading Program. Implement small group instruction.	ESOL Compliance, Guidance Counselor and teachers	Review of progress by ESOL Compliance, Guidance Counselor and teachers	Rourk Reading Program, CELLA, FCAT (3-5)

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

3. Students scoring proficient in writing. CELLA Goal #3:	SCE will increase by 10% the percentage of (CELLA tested) students reaching proficient in Writing.

2012 Current Percent of Students Proficient in writing:

3rd grade; 4 of 10 students scored proficient (40%)
4th grade; 3 of 12 students scored proficient (25%)
5th grade; 2 of 5 students scored proficient (40%)
Overall; 9 of 27 students scored proficient (33%)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Addressing the appropriate learning needs of students struggling with writing.	Small group instruction. Build vocabulary, spelling, grammer and the incorporate the use of dictionary.	ESOL Compliance, Guidance Counselor and teachers	Review of progress by ESOL Compliance, Guidance Counselor and teachers	Osceola Writes, CELLA, FCAT (3-5)

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$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:	SCE will increase by 4% (school grade calculations) the percentage of students achieving mastery in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%	73%

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	Addressing the appropriate learning needs of students struggling with on-grade level mathematics curriculum	- Collaboration by grade level teams in developing and refining lessons to meet standards 3-5 -Collaboration by grade level teams in developing and refining lessons to meet the Common Core State Standards K-2 - Establish small group instructional strategies -PLC discussion dedicated to reviewing monitoring assessments and developing instructional strategies to support all learners	PLC Lead, Leadership Team	- CWTs - Count Down to FCAT - Formative Benchmark Assessments - Go Math Checklist	FCAT results, Math Formative Data, and Common Core Standards Math Checklists

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:	SCE will decrease the number of students scoring at Levels 1, 2, and 3 in mathematics on the Florida Alternate Assessment by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (4/14) students in grades 3-5 taking the Alternate Assessment scored a Levels 1, 2 and, 3 in mathematics.	27% of students in grades 3-5 taking the Alternate Assessment will score at Levels 1, 2, and 3 in mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of generalization and retention of prior content.	Differentiated, small group, and on-on-one instruction utilizing the EQUALS.	ESE Teacher and District Resource Staff.	Progress monitoring and student observation, progress towards IEP math goals.	Classroom walk-throughs, observation of increased student engagement.

					EQULAS assessments data.

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	SCE will increase by 4% (school grade calculations) the number of students reaching Levels 4 & 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%	41%

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Authentic student engagement</td><td>Utilize available manipulatives and technology resources to increase student interest & participation</td><td>Leadership Team</td><td>cwt - Student performance and student feedback</td><td>Teacher feedback, Math Formative Assessments, and FCAT results</td></tr>
<tr><td>2</td><td>Parent commitment to getting student to extended school day program</td><td>Implement a Math Enrichment Club beyond the school day (Include Math Olympiad)</td><td>Club sponsors (teachers)</td><td>Student attendance/participation</td><td>Competition and FCAT results</td></tr>
<tr><td>3</td><td>Rigorous classroom expectations that are necessary for student success</td><td>- Conference with students

- Cluster students by achievement level on formative assessments for authentic instruction</td><td>Leadership Team</td><td>CWT - Student performance and student feedback

Formative Assessment Data</td><td>Teacher feedback and FCAT results</td></tr>
</table>

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	SCE will increase the number of students scoring at level 7 or above in reading on the Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (6/14) students in grades 3-5 taking the Alternate Assessment scored at levels 7, 8 or 9 in mathematics.	44% of studnts in grades 3-5 taking the Alternate Assessment will score at or above level 7 in mathematics.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Lack of generalization and retention of prior content.</td><td>Differentiated, small group, and on-on-one instruction utilizing the EQUALS.</td><td>ESE Teacher and District Resource Staff.</td><td>Progress monitoring and student observation, progress towards IEP math goals.</td><td>Classroom walk-throughs, observation of increased student engagement. EQULAS assessments data.</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	SCE will increase by 4% (school grade calculations) the percentage of 4th and 5th grade students making learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%	74%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rigorous classroom expectations that are necessary to succeed	* Regular review of formative assessments to monitor progress and drive instruction * Achievement Chats will be conducted with identified students following Formative Benchmark Assessments * Call parents of students who are not progressing as expected and develop PMP	Leadership Team and Math Teachers	CWT - Student performance and student feedback Formative Assessment Data	Data charts, Formative Assessments, Data Chats, FCAT results
2	Motivation and participation of students knowing they are giving up recess time	Utililze recess time to extend iii remediation opportunites for students at risk	Math teachers, Leadership Team	Teacher support, student participation, and feedback	Data charts, Formative Assessments, FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Based on the 2013 Florida Alternate Assessment the percent of 4th and 5th graders making learning gains in Mathematics will meet or exceed district and state averages.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternate Assessment 67% (4/6) of our fourth and fifth graders made learning gains in Mathematics.	Based on the 2013 Florida Alternate Assessment at least 69% of our fourth and fifth graders will make a learning gain in Mathematics.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of generalization and retention of prior content.	Differentiated, small group, and on-on-one instruction utilizing the EQUALS.	ESE Teacher and District Resource Staff. .	Progress monitoring and student observation, progress towards IEP math goals.	EQULAS assessments data.

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

	4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	SCE will realize an increase of 4% in the number or our students in the lowest quartile making learning gains.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	58%	62%

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty addressing "closing the gap" in student skill sets necessary	Identify specific student deficits and provide interventions to bridge the gap in student learning	Math teachers, IAT/RtI team, Leadership Team	Review assessment data to ensure cognitive development of identified deficits	Formative Benchmark assessments, teacher mini-assessments, FCAT results
2	Parent support/commitment in providing transportation, Limited budget	Provide Extended School Day opportunities to focus on students in the lowest quartile specifically adressing 4th & 5th grade students.	Selected teachers, Leadership Team	Attendance, pre and post assessment	Formative Benchmark assessments, teacher mini-assessments, FCAT results

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # 5A : Teachers will identify their lowest quartile students and focus attention on meeting the individual needs of those students and tracking their progress towards meeting grade level expectations. Percentages below represents students				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31%	28%	25%	22%	19%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	SCE will realize a decrease of 5% in the number of students in each subgroup not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
By Ethnicity [%, # not making satisfactory progress] White [33%, 118 of 361] Black [50%, 10 of 20] Am. Ind./Alaska [14%, 2 of 14] Asian/Pacific [22%, 2 of 9] Multi-Racial [23%, 6 of 26]	% of students making satisfactory progress in mathematics by subgroup: White 72% Black 55% Am. Ind./Alaska 91% Asian/Pacific 83% Multi-Racial 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	Limited background knowledge in basic math concepts	Increase computational accuracy and fluency	Grade level math teachers	- Count Down to FCAT - Math Formative Assessments	Math 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	SCE will realize a decrease of 5% in the number of ELL students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Total ELL Students [%, # not making satisfactory progress] 3rd grade [52%, 16 of 31] 4th grade [56%, 14 of 25] 5th grade [36%, 9 of 25] ALL ELL combined {48%, 39 of 81]	% of all ELL students making satisfactory progress will increase to 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	Identifying and addressing the individual needs of students.	Identify the areas of weaknesses through mini assessments and provide interventions through individual and small group instruction.	Math teachers, ELL assistants and Leadership team	Review of mini assessments and anecdotal notes of assistants	Teacher made tests/ unit tests, Formative Benchmark assessments, and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SCE will realize a decrease of 5% in the number of SWD not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD [%, # not making satisfactory progress] 3rd grade [53%, 10 of 19] 4th grade [53%, 8 of 15] 5th grade [48%, 10 of 21] ALL SWD [51%, 28 of 55]	% of all SWD making satisfactory progress in mathematics will increase to 54%.

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	Identifying and addressing the individual needs of students.	Identify the areas of weaknesses through mini assessments and provide interventions through individual and small group instruction.	IAT team, Mathematic teachers and Leadership team	Review of mini assessments	Teacher made tests/unit tests, Formative Benchmark assessments, and FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	SCE will realize a decrease of 5% in the number of economically disadvantaged students not making satisfactory progress in mathematics.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	Econ. Dis. [%, # not making satisfactory progress] 3rd grade [40%, 31 of 78] 4th grade [40%, 25 of 62] 5th grade [47%, 32 of 68] ALL Econ. Dis. [42%, 88 of 208]		% of all economically disadvantaged students making progress in mathematics will increase to 63%.		

	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 addressing learning deficits in students that are necessary to improve/increase student growth	Identify specific student deficits and provide interventions in small group settings to decrease learning gaps	IAT Team, Math Teachers, Leadership Team	Review formative assessment data to ensure cognitive development of identified deficits	Teacher assessments, Formative Benchmark Assessments, Teacher mini-assessments, FCAT results

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Workshops related to effective modeling of instructional standards (K-5) and the integration of the Common Core State Standards (K-2) .	K-5	PLC Leader, Grade Level Chair, County Math Resource Staff	Grade Levels K-5	Wednesday training days, Monthly PLC meetings, Inservice Days	PLC minutes, CWTs, Inservice records, Lesson plans	Leadership Team
Professional Book/Article Study related to increasing rigorous math instruction.	K-5	PLC Leader, Grade Level Chair, County Math Resource Staff	K-5	Wednesday training days, Monthly PLC meetings, Inservice Days	PLC minutes, CWTs, Inservice records, Lesson plans	Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The number of students achieving proficiency (school grade calculations)in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	74%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Scheduling conflicts - being sure appropriate time is alloted	Utilize hands-on laboratory experiments (demonstrations) to promote discovery and inquiry	District Science Resource Teacher, Leadership Team	CWTs and lesson plans	Frequency of hands-on activities
2	Teachers thoroughly understanding Science concepts to deliver effective instruction of the Next Generation Standards (Big Ideas & importance of teaching for depth of knowledge)	Adhere to the District's Instructional Focus Calendar (Learning Maps)to ensure that we are appropriately utilizing the Science curriculum	District Science Resource Teacher, Leadership Team	- CWTs - Lesson plans - Formative Assessments	FCAT Science
3	Adding appropriate questions to the existing Item Bank - appropriate for Smart Response devices, setting aside time for competition	Maintaining the on-going science "quiz" competition between 5th grade classrooms	District Science Resource Teacher, 5th grade science teachers	Student enthusiasm and percentage of correct responses	FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	SCE will meet or exceed district and state averages of students scoring level 4, 5, and 6 on the Florida Alternate Assessment in Science.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternate Assessment 100% (3/3) of the students scores at levels 7, 8, or 9 in Science.	SCE students will meet or exceed district and state averages for students scoring levels 4, 5, or 6 on the 2013 Florida Alternate Assesment in Science.

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	Rigorous classroom expectations that are necessary for student success.	Differentiated, small group, and on-on-one instruction utilizing the general educational materials from Houghton Mifflin Fusion Science.	ESE Teacher and District Resource Staff.	Progress monitoring and student observation, progress towards IEP Science goals.	Classroom walk-throughs, observation of increased student engagement. EQULAS assessments data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	SCE will increase by 2% (school grade calculations) the number of students reaching Levels 4 & 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% [44 0f 147 students]	32%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	*Parent support - providing transportation (before or after school) *Scheduling	Establish a Science Enrichment Club during extended school hours and participate in the Science Olympiad	Teacher sponsors	Attendance for club activities and Science Olympiad results	Formative Benchmark Assessments and FCAT results
2	Rigorous classroom expectations that are necessary for student success	- Conferences with students - Cluster students by achievement level on formative assessments for authenic small group instruction	Leadership Team and Math teachers	- CWT - Formative Assessments	FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	SCE will meet or exceed district and state averages of students scoring at or above Achievement level 7 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Based on the 2012 Florida Alternate Assessment, 100% (3/3) of the students score at or above a level 7 in Science.	SCE will meet or exceed district and state averages of students scoring at or above a level 7 on the 2013 Florida Alternate Assessment in Science.

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
Embrace Next Generation SSS and prepare for phase over to Common Core	ALL	District Staff	School-Wide	According to district calendar	Survey staff	Leadership Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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:	SCE will increase by 1% the number of students meeting high standards in Writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94%	95%

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	Decrease in consulting services provided by Core Connections, formally PDA(direct contact time with teachers)	Students will use the Core Connections writing process daily. (monthly writing samples will be collected, dated and maintained in a student work file to monitor growth over time) Planning process will be explicitly taught and evidence displayed in student writing.	Leadership Team, Literacy Coach and Writing Teachers	Collaboration amongst teachers during weekly grade level PLCs to discuss progess monitoring data.	A school-wide consistent method of saving student work will be established, student writing files will be maintained in the classroom and available to the monitoring team on the Q-Drive. Noted progress between SCE and Osceola Writes (writing assessments) Growth in FCAT Writes

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:	SCE will increase the number of students scoring at levels 4 or above in writing on the Florida Alternate Assessment by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Based on the 2012 Florida Alternate Assessment 25% (1/4) of our students scored at a level 4 or higher in writing.	Based on the 2013 Florida Alternate Assessment 27% of the students will score a level 4 or above in writing.

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	Rigorous classroom expectations that are necessary for student	Differentiated, small group, and one-on-one instruction utilizing	ESE teacher and District Resource Staff.	Progress monitoring of basic writing skills.	Classroom walk-throughs and observations of

					student engagement.
stucces.	basic writing skills.				

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
The integration of Common Core State Standards into the writing process.	K-5	Core Connections Consultant, Literacy Coach, PLC leads	K-5 Writing teachers	Early release Wednesdays, Inservice days, Specific district dates for grades 1, 2, 3, and 4.	CWTs and debriefing during PLC meetings.	Leadership team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal:	$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal:	$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal:	$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
		Subtotal:	$0.00
		Grand Total:	$0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	SCE will maintain an average daily attendance that will meet or exceed the District's goal of 95%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

Average Daily Attendance Aug/Sept = 97% Oct = 96% Nov = 96% Dec = 96% Jan = 96% Feb = 96% Mar = 96% Apr = 95% May/June = 94% Average for the year = 96%	SCE will maintain an average daily attendance that will meet or exceed the District's goal of 95%.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
268 (This includes all absences, excused or otherwise)	201 (25% less)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
107 (This includes all tardies, excused or otherwise)	80 (25% less)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of parents that do not place a high priority on school attendance as it relates to student achievement.	Send home a letter to all parents, specifically addressing the importance of school attendance. Address the need to schedule doctor appointments, vacations, pre-arranged absences, etc. so they do not conflict with school contact hours.	School Attendance Clerk and District Social Worker	Review absences routinely, focusing on the reduction of absences unrelated to sick or medical related	Daily, Weekly, and Monthly attendance reports
2	The number of students that do not make it a priority to convey to his/her parent that they have a desire to be in school for the purpose of reaching his/her highest potential.	Create an attendance incentive program lottery which will include all students with perfect attendance - winner(s) per grade level	School Attendance Clerk, Guidance Counselor, and Social Worker	Review of absences routinely, focusing on the reduction of all absences	Daily, Weekly, and Monthly 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
School-wide review of						

attendance data: grade group PLC meetings, SAC, and PTO	All grade levels	Leadership Team & Grade Chairperson	School-wide, to include SAC and PTO meetings	Monthly - 1st Wednesday of the month	Review daily, weekly, monthly, attendance reports	SCE attendance staff and Leadership Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	SCE will maintain the total number of accumulated days of OSS that will equal less than 3% of our student population for the 2011-2012 school year. We will maintain the same ratio for ISS as well.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
12 (duplicated count)	(0) Our goal is not to expect any! But , certainly there will be times where this consequence will serve to benefit student, teacher, and parent.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
9 (unduplicated count)	(0) Our goal is not to expect any! But , certainly there will be times where this consequence will serve to benefit student, teacher, and parent.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2 (unduplicated count)	(0) Our goal is not to expect any! But , certainly there will be times where this consequence will serve to benefit student, teacher, and parent.

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
2 (unduplicated count)	(0) Our goal is not to expect any! But , certainly there will be times where this consequence will serve to benefit student, teacher, and parent.

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	Acclamation of new school staff to SCE expectations	*Assign Mentors *Have new teachers review the Effective Teacher Series	*Mentor Lead *Leadership Team	*Establishment and review of classroom management procedures *Referral Data	Classroom walk-throughs
2	Acclamation of new students to SCE expectations	All new studens will receive orientation information explaining SCE expectations and policies	*Leadership Team *Classroom Teachers	*Reviewing classroom, cafeteria, and hallway behavior *Reviewing office referral data	ODMS
3	Acclamation of new parents to SCE expectations	All new parents will receive a parent handbook explaining SCE expectations and policies	Leadership Team	*Reviewing classroom, cafeteria, and hallway behavior *Reviewing office referral data	ODMS and parent conferences

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
School-wide review of referral data; grade group PLC meetings, SAC, and PTO	All grade levels	Leadership Team and Grade Chairperson	School-wide, to include SAC and PTO	Monthly - 1st week of the month	Classroom walkthroughs	Leadership Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

NA	NA	NA	$0.00
			Subtotal: $0.00

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	SCE will strive to maintain the same level of parent involvement hours as measured through the OASIS volunteer program.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
13,472 volunteer hours	13,472 volunteer hours

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	Family conflicts with competing activities outside of the school.	*Increase communication through monthly newsletters. *Post upcoming events on the school website and marquee *Add a parent link on the website to include: OASIS,PIV,School Calendar, etc.	Leadership Team Parent Liason Tech Specialist	Review of hours of parent involvement	OASIS volunteer hours

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
Training on						

use of Parent Intranet Viewer and other available technologies	School-wide	Tech Specialist and selected school and district staff	School-wide	First nine weeks	Satisfaction survey from parents attending	SAC Team

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:		NA			
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	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
				Subtotal: $0.00
				Grand Total: $0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 9/5/2012)

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
This year, schools are not receiving SAC funds. The only funds available to our SAC is money that we carried over from last year - this amounts to $522.72. The money will be used to support SAC initiatives geared toward student incentives and academic growth.	$522.72

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

Monitor our School Improvement Plan
Examine resources to support our School Improvement Plan
Search for means to provide incentives for student achievement
Monitor our Continuous Improvement Plans

AYP DATA

SCHOOL GRADE DATA

No Data Found

Osceola School District
ST. CLOUD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	79%	91%	70%	323	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	62%	62%			124	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	66% (YES)			117	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					564	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Osceola School District
ST. CLOUD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	83%	86%	65%	320	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	74%	60%			134	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	55% (YES)			114	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					568	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested