

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: HOLLY HILL SCHOOL

District Name: Volusia

Principal: Julie C. Roseboom

SAC Chair: Kathy Fulcher & Jerry Jackson, Jr.

Superintendent: Dr. Margaret Smith

Date of School Board Approval: Pending School Board Action on October 25, 2011

Last Modified on: 10/22/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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	Julie C. Roseboom	Degrees: BA Education M. Ed. (Education)  Certifications: School Principal All Levels; Emotionally Handicapped Grades K-12; Mentally Handicapped Grades K-12; Specific Learning Disabilities Grades K-12	16	18	2012 – C School (41% R/39% M; 51% R/63% M; 60% R/67% M) * 2011 – C School, AYP 79% (65% R/57% M; 57% R/51% M; 54% R/71% M) * 2010 – C School, AYP 74% (64% R/62% M; 60% R/53% M; 52% R/52% M) * 2009 – A School, AYP 100% (75% R/73% M; 70% R/78% M; 71% R/73% M) * 2008 – C School, AYP 77% (70% R/62% M; 62% R/65% M; 67% R/74% M) * 2007 – B School, AYP 85% (69% R/61% M; 73% R/ 59% M; 65% R/61% M) *  Prior to 2007: Based on the Volusia County District evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators.  *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
					2012 – B School(55% R/51% M; 62%

Assis Principal	Robin L. Haire	Degrees: BA Communicative Disorders M. Ed. (Educational Leadership)  Certifications: Varying Exceptionalities Grades K-12; Educational Leadership All Levels; School Principal All Levels	1	8	R/59% M; 60% R/59% M) * 2011 – A School, AYP 77% (72% R/67% M; 64% R/66% M; 61% R/58% M) * 2010 – A School, AYP 87% (74% R/67% M; 66% R/70% M; 68% R/71% M) * 2009 – A School, AYP 72% (No School Grade Assigned; First Year Opened) * 2008 – A School, AYP 79% (68% R/63% M; 62% R/63% M; 61%R/61% M) * 2007 – B School, AYP 87% (68% R/63% M; 58% R/65% M; 62%R/62% M) * 2006 – A School, AYP 85% (68% R/66% M; 66% R/67% M; 70% R) * 2005 – B School, AYP 87% (65% R/63% M; 59% R/65% M; 60% R) *  *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Lloyd G. Haynes	Degrees: BA in English M. Ed. (Education) Ed. D. (Educational Leadership)  Certifications: School Principal All Levels	2	15	2012 – C School (41% R/39% M; 51% R/63% M; 60% R/67% M) * 2011 – D School, AYP 87% (37% R/28% M; 64% R/53% M; 70% R/57% M) * 2010 –B School, AYP 90% (82% R/85% M; 60% R/63% M; 38% R/53% M) * 2009 – A School, AYP 92% (77% R/84% M; 70% R/76% M; 68% R/82% M) * 2008 – A School, AYP 100% (77% R/84% M; 70% R/76% M; 68% R/82% M) * 2007 – A School, AYP 95% (81% R/78% M; 82% R/ 66% M; 77% R/66% M) * 2006 – A School, AYP 95% (82% R/79% M; 60% R/ 71% M; 56% R) * 2005 – A School, AYP 95% 79% R/77% M; 65% R/ 65% M; 59% R) * 2004 – C School, AYP 51% 51% R/47% M; 59% R/ 59% M; 61% R) * 2003 – B School, AYP 51% 50% R/46% M; 66% R/ 66% M; 73% R) * 2002 – B School, AYP 51% 49% R/44% M; 63% R/ 66% M; 71% R) *  *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Assis Principal	Marci D. Lockamy	Degrees: BA Elementary Education MS Educational Leadership  Certifications: Educational Leadership All Levels; Elementary Education K-6	11	4	2012 – C School (41% R/39% M; 51% R/63% M; 60% R/67% M) * 2011 – C School, AYP 79% (65% R/57% M; 57% R/51% M; 54% R/71% M) * 2010 – C School, AYP 74% (64% R/62% M; 60% R/53% M; 52% R/52% M) *  *(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)
Academic	Toni Chieppa	Degrees: BA Elementary Education  Certifications: Elementary Education 1-6 ESOL	7	3	2011 – C School, AYP 79% (65% R/57% M; 57% R/51% M; 54% R/71% M) * 2010 – C School, AYP 74% (64% R/62% M; 60% R/53% M; 52% R/52% M) *  *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Academic	Rebecca Henry	Degrees: BA Elementary Education  Certifications: Elementary Education 1-6	9	1	N/A - First Year Academic Coach
		Degrees: BA Elementary			2012 – C School (41% R/39% M; 51% R/63% M; 60% R/67% M) * 2011 – C School, AYP 79% (65% R/57% M;

Academic	Barbara Hoffman	Education Certifications: Elementary Education 1-6	26	4	57% R/51% M; 54% R/71% M) * 2010 – C School, AYP 74% (64% R/62% M; 60% R/53% M; 52% R/ 52% M) *  *(Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M)
Academic	Karen Troutman	Degrees: BA Elementary Education Certifications: Specific Learning Disabilities K-12 Reading K-12	2	1	N/A - First Year Academic Coach

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. New Teacher Programs (Individual PD, small group professional development, New Teacher Orientation, Teacher Retention Program, PLC activities, PAR teachers assigned by district, mentors, peer classroom visits, other site visits as needed)	Academic Coaches, Administration, District Staff	May 15, 2013	
2	2. Leadership Opportunities (invited and encouraged to participate in school level committees, encouraged to join PTSA and participate in events, encouraged to accept limited responsibilities outside of classroom duties, expected to attend school parent night functions; school-wide staff development, PLC by grade level or department, collaboration, vertical teaming)	Administration, Academic Coaches, PLC Facilitator, Team Leaders	April 15, 2013	
3	4. PLC Activities (Data analysis to drive instruction, Best practices: Common Core State Standards (CCSS), Interactive Science Notebooks, Building the Instructional Block, Formative Assessments, Pinnacle/Standards Referenced Grading, etc.; New curriculum materials)	Faculty, Academic Coaches, Administration	May 28, 2013	
4	5. Celebration/Acknowledgement/Recognition of Teacher Accomplishments (Teacher of the Year, FFEA Teacher of the Month, Staff Bucket Drop Recognition Board, Individual recognitions)	TOY Committee, FFEA, Administration, Celebration, Faculty	September 30, 2013	
5	6. Network with Community & Business Partners (advertise/promote Holly Hill School accomplishments)	Principal, Business Partner Coordinator, Designated Sponsors	September 30, 2013	
6	3. Professional Development (Common Core State Standards, School-based Orientation; Established trainings; FAIR Assessment, 100 Book Challenge, Thinking Maps, Professional Learning Communities, Data Analysis, RtI-B, Kagan Structures, Larry Bell "12-words" & "Unravel," Best Practices; Current Faculty Trainings: ESE Accommodations, Pinnacle/Standards-Referenced Grading, CCSS)	Academic Coaches, Reading Intervention Teachers, Guidance Counselors, Administration	May 15, 2013	
7	7. Promotion of School (Website, Banners, Advertisement, Brochures)	Principal, Administration, Faculty, Staff, Community, Team Leaders, SAC Members	September 30, 2013	
8	8. Student showcase/acknowledgement (Brag Pass, Knight Do It Right, 100 Book Challenge, Reading Counts, A-List, District Honor Roll, etc.)	Faculty, Staff, Administration, Team Leaders, PTA, SAC	June 4, 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
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14.6% (11)	Providing ESOL Modules for completion Providing access to certification test information in Early Childhood
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### 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
76	6.6%(5)	30.3%(23)	26.3%(20)	36.8%(28)	35.5%(27)	100.0%(76)	21.1%(16)	7.9%(6)	32.9%(25)

### 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
Ed Dinninger (District PAR Teacher)  Additional: Karen Troutman (6-8 Academic Coach) Laurel Stevenson (Business Technology Teacher)	Jonathan Brodie	PAR Teacher assigned by district  Additional: Academic Coach and Business Technology Teacher will lead PLC or other team activities.	Observations/coaching via PAR teacher, academic coach, and reading coach; observations/visitations of same subject area peer at other school sites permissible; assist with lesson plans and provide support; conference/discuss
Ed Dinninger (District PAR Teacher)  Additional: Barbara Hoffman (3-5 Academic Coach) Lakiva Dew (5th Grade Teacher)	Molly McGrath	PAR Teacher assigned by district  Additional: Academic Coach and team peer will lead/participate in PLC or other team activities.	Observations/visitations of same grade level peer; model lessons; observations and coaching via PAR teacher, academic coach, and reading coach; assist with lesson plans and provide support; conference/discuss
Ed Dinninger (District PAR Teacher)  Additional: Barbara Hoffman (3-5 Academic Coach) Antoinette Margison (3rd Grade Teacher)	Jennifer Munzberg	PAR Teacher assigned by district  Additional: Academic Coach and team peer will lead/participate in PLC or other team activities.	Observations/visitations of same grade level peer; model lessons; observations and coaching via PAR teacher, academic coach, and reading coach; assist with lesson plans and provide support; conference/discuss
Ed Dinninger (District PAR Teacher)  Additional: Karen Troutman (6-8 Academic Coach) Kathy Fulcher (Science Teacher/Contact)	Scott Whetherholt	PAR Teacher assigned by district  Additional: Academic Coach and team peer will lead/participate in PLC or other team activities.	Observations/visitations of same grade level peer; model lessons; observations and coaching via PAR teacher, academic coach, and reading coach; assist with lesson plans and provide support; conference/discuss
Ed Dinninger (District PAR		PAR Teacher assigned by district	Observations/visitations of same grade level peer;

Teacher) Additional: Barbara Hoffman (3-5 Academic Coach) Antoinette Margison (3rd Grade Teacher)	Alana O'Neal	Additional: Academic Coach and team peer will lead/participate in PLC or other team activities.	model lessons; observations and coaching via PAR teacher, academic coach, and reading coach; assist with lesson plans and provide support; conference/discuss
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## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

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

#### Title I, Part A

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

Programs supported by Title I at Holly Hill School include:

- Reading Coach for the purpose of comprehensive staff development in reading
- Academic Coaches for the purpose of comprehensive staff development
- Reading Intervention Teachers to provide interventions for students in need via a push-in model
- Mathematics/Science Intervention Teacher to provide interventions for students in need via a push-in model (position currently readvertised)
- Supplemental Tutoring during or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data

#### Title I, Part C- Migrant

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

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

#### Title I, Part D

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

#### Title II

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

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently implement progress monitoring measures with 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.

#### Violence Prevention Programs

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

- Student mentoring program
- Peer mediation program (Via Rising Sisters)
- Crisis training program
- Suicide prevention program
- Bullyproofing program
- Cyberbullying prevention program
- Red Ribbon Week
- Drug Presentation (March 19, 2013)
- Teens Against Violence by Domestic Abuse Counsel through Personal Fitness classes

#### Nutrition Programs

Holly Hill School offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Student Wellness Advisory Club (SWAC)
- Nutrition and Wellness Pamphlets and Updates
- Health classes
- Physical Education classes
- Personal Fitness classes
- Yoga classes
- Basketball
- School level Weight Watchers classes and Biggest Loser competition

#### Housing Programs

N/A

#### Head Start

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

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

#### Adult Education

N/A

#### Career and Technical Education

Business Technology and Technology Education courses are offered to students in grades 6 through 8. Students in grades 4 through 8 may join Student Council or Florida Future Educators of America.

#### Job Training

Holly Hill School offers students' career awareness opportunities through job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers career awareness opportunities through Business and Technology career clusters (via Business Technology and Technology Education courses). Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as Florida Future Educators of America (FFEA).

#### Other

N/A

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The School-Based MTSS leadership team is comprised of the Principal, Assistant Principals, PST Chair, Guidance Counselors, School Psychologist, School Social Worker, and/or General Education Teacher (Primary, Intermediate, or Secondary). Other possible members would include Exceptional Student Education (ESE) Teacher, Speech/Language Clinician, Academic Coach, Intervention Teacher, or other pertinent teacher.

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.

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

### MTSS Implementation

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

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).

The School-Based MTSS leadership team is comprised of the Principal, Assistant Principals, PST Chair, Guidance Counselors, School Psychologist, School Social Worker, and/or General Education Teacher (Primary, Intermediate, or Secondary). Other possible members would include Exceptional Student Education (ESE) Teacher, Speech/Language Clinician, Academic Coach, Intervention Teacher, or other pertinent teacher(s).

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

The school based LLT identifies school based resources (both materials and personnel) to determine the continuum of academic supports available to students to support literacy at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (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 LLT leadership team meets regularly throughout the school year in order to address the literacy needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

- Guide teachers and staff through implementation of the school improvement initiatives.
- Make decisions in alignment with our mission: "Holly Hill School is committed to empowering all students to become life-long learners and successful citizens through collaborative staff and community involvement."
- Facilitate literacy across all curricular areas through professional development and coaching.
- Monitor student performance and ensure appropriate interventions, including for students in the lowest quartile and various subgroups.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/17/2012)

## \*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.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- 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.

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

### \*High Schools Only

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

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

N/A

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

### Postsecondary Transition

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

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

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23.38% (123)	25.38% (133)

#### 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	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	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, Administrators, and 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	PLC Minutes, District Interim Assessments, FAIR, DRA, Lexile Levels, FCAT 2.0

				formative data	
5	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 District Interim Assessments will receive additional reading instruction using scientifically research based reading strategies and best practices.	Instructional Coaches, Administrators, and Teachers	Ongoing monitoring of reading formative and summative assessment data  Track student growth using assessments and meet regularly as grade-level teams to foster growth among all students using formative data	PLC Minutes, District Interim Assessments, FAIR
6	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administrators and Reading Coach	Ongoing monitoring through VSET observations  Teacher records of reflections on literacy strategy use	FAIR data, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:		Increase percent of students scoring at current level by 3% at each grade level.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
17.11% (90)		20.11% (106)			
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
	Timeline for implementation of new	Train teachers in the implementation of	Administration CCSS Contact(s)	PLC and data meeting discussions to address	PLC Minutes, FAIR, District Interim

1	standards. Opportunities to train teachers and time for follow up coaching are limited.	Common Core State Standards (CCSS) across the curriculum.	Instructional Coaches Classroom Teachers	instructional strategies for implementation  Administrative Observations	Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation  Review current usage of options within Pinnacle	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	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.	Instructional Coaches Administrator Teachers	Ongoing monitoring of formative and summative assessment data  Track student growth using District Interim Assessments and meet regularly as grade-level teams to foster growth among all students	PLC Minutes, District Interim Assessments, FAIR, FCAT 2.0
5	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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Students making Learning Gains in reading will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (208)	57% (228)

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	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Reading 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
5	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 Contacts Reading Coach Administrators	Monitor District Interim Assessments	District Interim Assessments, FAIR, FCAT 2.0
	Adequate time for teachers to review data, plan differentiated instruction, and deliver	Teams (with the support of the coaching staff) will meet weekly in Professional Learning	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data	PLC Minutes, District Interim Assessments, FAIR, FCAT 2.0

6	the instruction within the school day.	Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students
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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:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (62)	63% (67)

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	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer,

		of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.		for implementation	FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	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	PLC Minutes, District Interim Assessments, FAIR, FCAT 2.0
5	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.

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 (65% proficient) or through Safe Harbor (63% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	41	54	59	63	68	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
American Indian: N/A Asian: N/A Black: 30% Hispanic: 43% White: 48%	Asian: N/A American Indian: N/A Black: 38% Hispanic: 59% White: 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
	The minority rate has	Ensure that all teachers	Reading Coach,	Ongoing monitoring of	District

1	continually grown substantially over the past few years changing the demographics of the school population.	receive professional development related to effective instructional strategies for students of varying ethnicity using PD 360.	Academic Coaches, and Administration	formative assessments and instructional changes by teachers and teacher observation by Administration and Coaches	Assessments and FCAT PD 360 Reports
2	Majority of students in all subgroups are limited in background knowledge and outside resources.	Training for cross curriculum reading in content areas.	Instructional Coaches, and Administration	FAIR Testing and Curriculum Based Assessments	FAIR, District Interim Assessments, and 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 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 38% proficient	ELL 40% proficient

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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: 22% proficient	SWD: 28% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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, Administration, IEP Facilitator, and Case Manager	Ongoing monitoring of formative assessments and teacher observation by Administration and Reading Coach	PLC Minutes, District Interim Assessments, FAIR, FCAT 2.0
2	The individual needs of some students in the Exceptional Student Education program are being met, yet students progress at a slower	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR FCAT



pace than rate of growth requested.	level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in 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: 38% proficient	ED: 49% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Reading Coach Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards - Literacy	K-8	Toni Chieppa, Academic Coaches, Administration	Teachers K-8 PLC, subject, grade level, and school-wide	Monthly ERD PD August-February Weekly PLC October - May	Coaching PLC Minutes	Administration
Reading Data Meetings	K-5, 6-8 Reading Teachers	Toni Chieppa	Grade level, PLC	October, January, and May	Coaching	Administration, Reading Coach
Deliberate Practice	K-8, 6-8 Reading Teachers	VSET Leadership Team (Administration, Karen Troutman, Barbara Hoffman, and Elizabeth Albert)	School-wide	August, September	Observations Coaching	Administration Academic Coaches
VIMS/Pinnacle, Standards-Referenced Grading	K-5, 6-8	Rebecca Henry, Laurel Stevenson	Grade Level Groups, PLC	August 2012, September 2012, and Spring 2013	Monitoring Grade Book Input	Grade Book Managers, Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental materials to support reading intervention (K-5) and classroom reading instruction (K-8).	ABC Darien (K, 4-5) Early Reading Intervention (K) Level Literacy Intervention (1-2) Phonics for Reading (2-3) Rewards (4-5) 100 Book Challenge (K-8)	Title I (Pending Approval)	\$4,400.00
			Subtotal: \$4,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize on-line survey service for obtaining information from teachers, staff, or parents.	Survey Monkey access	SAC	\$200.00
			Subtotal: \$200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Coaches will lead data discussions and provide professional development support and coaching to K-8 teachers.	Instructional Coaches	Title I	\$43,344.00
Provide substitutes to relieve teachers to attend data meetings to review individual student data to determine best instructional changes to meet student needs.	Funding for substitutes (Pending approval)	Title I	\$7,200.00
Provide substitutes for teachers to attend staff development.	Substitute Teacher	SAC	\$120.00
			Subtotal: \$50,664.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention teachers will use formative data to select targeted K-5 students for academic assistance in acquisition of reading skills.	Reading Intervention Teachers	Title I	\$85,821.00
Open chapter of National Junior Honor Society for our 6-8 students.	National Junior Honor Society Sponsor (pending selection of sponsor)	SAC	\$125.00
Provide materials and supplies to support the SIP goals and strategies.	Materials and supplies as needed to support the SIP	SAC (Pending Approval)	\$300.00
			Subtotal: \$86,246.00
			<b>Grand Total: \$141,510.00</b>

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.
2012 Current Percent of Students Proficient in listening/speaking:	
48% (20)	

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in Reading on CELLA will increase by 2%.
2012 Current Percent of Students Proficient in reading:	
38% (16)	

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	ELL Teacher Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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	ELL Teacher Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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.	ELL Teacher Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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 2%.

2012 Current Percent of Students Proficient in writing:

52% (22)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	ELL Teacher Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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	ELL Teacher Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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.	ELL Teacher Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration	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

# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (57)	25% (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	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Challenges of working with students who come from low SES backgrounds.	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics, including writing to explain within context to strengthen skills	Academic Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration and academic coaches	PLC Minutes, District Interim Assessments, FCAT 2.0
5	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers and introduce CCSS Mathematical Practices.	Administration Instructional Coaches Grade Level Contacts	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	PLC Minutes  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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Students achieving proficiency (FCAT Level 4 and 5) in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (39)	18% (44)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced	Administration Instructional Coaches Pinnacle Gradebook	PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative

3		Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Managers	Review current usage of options within Pinnacle	Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Funds to purchase advanced mathematics materials	Ensure that all teachers receive professional development related to effective instructional strategies in reading and math– specific to the higher level learner	Instructional Coaches Administrators	Professional collaboration and training, when appropriate, to enhance implementation of best strategies in the delivery of instruction	PLC Minutes, District Interim Assessments, FCAT 2.0
5	Time for teacher collaboration to address formative assessment results and best instructional practices	Provide for uninterrupted teacher collaboration during planning times, utilizing student assessment results to determine necessary instructional changes for acceleration.	Administration Instructional Coaches	Conduct Professional Learning Community collaboration	PLC Minutes, student outcomes, and formative assessment 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Percentage of students making Learning Gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (101)	64% (104)

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
	Timeline for implementation of new	Train teachers in the implementation of	Administration CCSS Contact(s)	PLC and data meeting discussions to address	PLC Minutes, FAIR, District Interim

1	standards. Opportunities to train teachers and time for follow up coaching are limited.	Common Core State Standards (CCSS) across the curriculum.	Instructional Coaches Classroom Teachers	instructional strategies for implementation  Administrative Observations	Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal # 4:	Percentage of students in Lowest 25% making learning gains in Mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:



64% (27)

66% (28)

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	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Time for teacher collaboration to address formative assessment results and best instructional practices	Provide for uninterrupted teacher collaboration during planning times, utilizing student assessment results to determine necessary instructional changes	Administration	Minutes from Professional Learning Community collaboration	District Assessments and FCAT results
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 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 (65% proficient) or through Safe Harbor (63% proficient).  5A :
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	43	49	55	60	

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

of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian - N/A American Indian - N/A Hispanic: 43% White: 42%  Black subgroup is not reported because the 2012 AMO target was met.	Asian - N/A American Indian - N/A Hispanic: 46%* White: 47%  *AMO Goal met for Hispanic subgroup (no gap)

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 minority rate has continually grown substantially over the past few years changing the demographics of the school population.	Ensure that all teachers receive professional development related to effective instructional strategies for students of varying ethnicity	Instructional Coaches Administrators	Ongoing monitoring of formative assessments, PLC Collaborations, Instructional Coach observation, and administrative observation	PLC Minutes, District Interim Assessments, FCAT 2.0
2	All Subgroups share similar barriers including low SES, outside resources and prior knowledge.	Training in early identification of skills and deficits.	Instructional Coaches Administration	Ongoing monitoring of formative assessments, PLC Collaborations, Instructional Coach observation, and administrative observation	PLC Minutes, District Interim Assessments, FCAT 2.0
3	Time for teacher collaboration to address formative assessment results and best instructional practices	Provide for uninterrupted teacher collaboration during planning times, utilizing student assessment results to determine necessary instructional changes for remediation and instruction	Instructional Coaches Administration	Conduct Professional Learning Community collaboration	PLC Minutes, District Interim Assessments, 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: 38% proficient	ELL: 40% proficient

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	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	ELL Paraprofesional  Instructional 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.
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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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD subgroup is not reported because the 2012 AMO target was met.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED subgroup is not reported because the 2012 AMO target was met.	N/A

Problem-Solving Process to Increase Student Achievement

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

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (77)	30% (83%)

### 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	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration  Math Department Contact	Ongoing monitoring of formative assessments, PLC collaboration on CCSS implementation, and teacher observations by administrators	PLC Minutes, ERD PD Agendas, District Interim Assessments, VSET Evaluation

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal # 1b:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal # 2a:		Students achieving proficiency (FCAT Level 4 and 5) in math will increase by 2%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
12% (32)		14% (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	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation  Review current usage of options within Pinnacle	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer,

		standards.			FCAT 2.0, and End of Course Exams
4	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations	Teacher reflections VSET observation
5	Limited number of teachers able to participate in Gizmo training offered by district.	Participate in Gizmos electronic activities to reinforce mathematical practices concepts.	Mathematics Contact (6-8) Gizmos Trained Teacher Administration	Check usage and implementation, as well as student progress data	Gizmo data reports District 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:

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Percentage of students making Learning Gains in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
61% (160)	63% (165)

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
	Timeline for implementation of new standards.	Train teachers in the implementation of Common Core State Standards (CCSS) across	Administration CCSS Contact(s) Instructional Coaches	PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative

1	Opportunities to train teachers and time for follow up coaching are limited.	the curriculum.	Classroom Teachers	Administrative Observations	Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Not all math teachers are not familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration Math Department Contact	Ongoing monitoring of formative assessments, PLC collaboration on CCSS implementation, and teacher observations by administrators	PLC Minutes, District Interim Assessments, VSET Evaluation

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

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	N/A	N/A	N/A	N/A	N/A

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Percentage of students in Lowest 25% making learning gains in Mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

64% (43)			66% (44)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Not all math teachers are not familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration  Math Department Contact	Ongoing monitoring of formative assessments, PLC collaboration on CCSS implementation, and teacher observations by administrators	PLC Minutes, District Interim Assessments, VSET Evaluation

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (65% proficient) or through Safe Harbor (63% proficient). 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	39	43	49	55	60	

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



Asian - N/A American Indian - N/A Hispanic: 43% White: 42%	Asian - N/A American Indian - N/A Hispanic: 46%* White: 47%
Black subgroup is not reported because the 2012 AMO target was met.	*AMO Goal met for Hispanic subgroup (no gap)

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 minority rate has continually grown substantially over the past few years changing the demographics of the school population.	Ensure that all teachers receive professional development related to effective instructional strategies for students of varying ethnicity.	Administration Instructional Coaches	Ongoing monitoring of formative assessments and teacher observation by Administration and Instructional Coaches	District Assessments and FCAT results
2	All Subgroups share similar barriers including low SES, outside resources and prior knowledge.	Training in early identification of skills and deficits.	Administration Instructional Coaches	Ongoing monitoring of formative assessments and teacher observation by Administration and Instructional Coaches	District Assessments and FCAT results
3	Time for teacher collaboration to address formative assessment results and best instructional practices	Provide for uninterrupted teacher collaboration during planning times, utilizing student assessment results to determine necessary instructional changes for remediation and instruction	Administration	Minutes from Professional Learning Community collaboration	Student outcomes and formative assessment 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 38% proficient	ELL: 40% proficient

Problem-Solving Process to Increase Student Achievement

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

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD subgroup is not reported because the 2012 AMO target was met.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED subgroup is not reported because the 2012 AMO target was met.	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Middle School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Students achieving proficiency (Level 3) on the Algebra EOC will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (22)	83% (23)

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	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
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  Mathematics Contact for Grades 6-8	Ongoing monitoring of formative assessments, PLC collaboration on CCSS implementation, and teacher observations by administrators	PLC Minutes, District Interim Assessments, VSET Evaluation

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.  Algebra Goal #2:	Students achieving proficiency (FCAT Level 4 and higher) on the Algebra EOC will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (1)	6% (2)

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
	Timeline for implementation of new	Train teachers in the implementation of	Administration CCSS Contact(s)	PLC and data meeting discussions to address	PLC Minutes, FAIR, District Interim

1	standards. Opportunities to train teachers and time for follow up coaching are limited.	Common Core State Standards (CCSS) across the curriculum.	Instructional Coaches Classroom Teachers	instructional strategies for implementation  Administrative Observations	Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation  Review current usage of options within Pinnacle	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Instructional Coaches	Participation in professional development, coupled with follow-up observations  Teacher reflections	VSET observation

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # In 2010 - 2011, 100% scored at level 3 or higher on the Algebra EOC. Target: Increase level 3 and higher rate to 91% in 2016 - 2017.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	84	85	87	88	90	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Asian - N/A American Indian - N/A Hispanic: 43% White: 42%	Asian - N/A American Indian - N/A Hispanic: 46%* White: 47%  *AMO Goal met for Hispanic subgroup (no gap)

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The minority rate has continually grown substantially over the past few years changing the demographics of the school population.	Ensure that all teachers receive professional development related to effective instructional strategies for students of varying ethnicity.	Administration Instructional Coaches	Ongoing monitoring of formative assessments and teacher observation by Administration and Instructional Coaches	Formative Semester Assessments, District Interim Assessments, EOC
2	All Subgroups share similar barriers including low SES, outside resources and prior knowledge.	Training in early identification of skills and deficits.	Administration Instructional Coaches	Ongoing monitoring of formative assessments and teacher observation by Administration and Instructional Coaches	Formative Semester Assessments, District Interim Assessments, EOC

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD subgroup is not reported because the 2012 AMO target was met.	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED subgroup is not reported because the 2012 AMO target was met.	N/A

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  Geometry Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # N/A 3A :			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	

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

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

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

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

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

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

*End of Geometry EOC Goals*

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

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



PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduction to Common Core State Standards - Mathematical Practices	K-8	Tracy Warren, Academic Coaches, Administration	Teachers K-8 PLC, subject, grade level, and school-wide	Monthly ERD PD August-February Weekly PLC October-May	Coaching PLC Minutes	Administration
Mathematics Data Meetings	K-5 grade levels, 6-8 Mathematics Teachers	Karen Troutman Instructional Coaches	Grade Level, PLC	October 2012, January 2013, and May 2013	Coaching	Administration, Academic Coaches
VIMS/Pinnacle, Standards Referenced Grading	K-5, 6-8	Rebecca Henry, Laurel Stevenson	Grade Level Groups, PLC	August 2012, September 2012, and Spring 2013	Monitoring Grade Book Input	Grade Book Managers, Administration
Deliberate Practice	K-8, 6-8 Mathematics Teachers	VSET Leadership Team (Administration, Karen Troutman, Barbara Hoffman, and Elizabeth Albert)	School-wide	August, September	Observations Coaching	Administration, Academic Coaches
Gizmos Training	6-8 Mathematics Teachers	Administration, Mathematics Contact (6-8)	6-8 Mathematics Teachers	Fall 2012 Spring 2013 Pending PD calendar	PLC and Data Meetings	Administration
eInstruction Classroom Response System (CRS)- Clickers Training	K-8 Teachers	eInstruction Consultant Kathy Fulcher	K-8 Teachers, all subjects	October 2012 Spring 2013	PLC collaboration Assign teacher as contact for others (Kathy Fulcher)	Administration Media Specialist

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Advancement Via Individual Determination (AVID) program for grades 7-8.	AVID Teacher, tutoring, materials, and field trips	Title I (Portions Pending Approval)	\$11,286.00
Subtotal:			\$11,286.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teacher MobiView unit from eInstruction to coincide with CPS clickers for formative assessment.	Teacher MobiView	Title I (Pending Approval)	\$1,200.00
Subtotal:			\$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Coaches will lead data discussions and provide professional development support and coaching to K-8 teachers.	Instructional Coaches	Title I	\$43,344.00
Provide substitutes to relieve teachers to attend data meetings to review individual student data to determine best instructional changes to meet student needs.	Funding for substitutes (Pending approval)	Title I	\$1,800.00
Provide training for effective implementation of Advancement Via Individual Determination (AVID) program for grades 7-8.	Professional development for AVID teachers (Summer Institute, Fall Conference, and teacher training)	Title I	\$1,135.00
Provide substitutes for teachers to attend staff development.	Substitute Teacher	SAC	\$120.00
Subtotal:			\$46,399.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention teacher will use formative data to select targeted students in grades 6-8 for academic assistance in acquisition of mathematics skills.	Math/Science Intervention Teacher (Pending, Searching for Certified Candidate)	Title I	\$25,948.00
Credit Retrieval is provided to students throughout the school year for re-taking a portion of core coursework for a replacement passing grade.	Credit Retrieval Teacher	Title I	\$8,547.00
Open chapter of National Junior Honor Society for our 6-8 students.	National Junior Honor Society Sponsor (pending selection of sponsor)	SAC	\$125.00
Provide materials and supplies to support the SIP goals and strategies.	Materials and supplies as needed to support the SIP	SAC (Pending Approval)	\$300.00
			Subtotal: \$34,920.00
			Grand Total: \$93,805.00

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.		Students achieving proficiency (FCAT Level 3) in science will increase by 2%.			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
32% (55)		34% (58)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s)  Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams

		reteach, remediate, retest, and enrich.			
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Challenges of working with students who come from low SES backgrounds. Funds to purchase related materials and technology.	Ensure that all teachers receive professional development related to effective instructional strategies in science.	Instructional Coaches Administrators	Ongoing monitoring of formative assessments and instructional practices, PLC collaboration, and observations by instructional coaches and administration	PLC Minutes, District Interim Assessments, FCAT 2.0
5	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
1	N/A	N/A	N/A	N/A	N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

10% (18)		12% (22)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s)  Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
2	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation  Review current usage of options within Pinnacle	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Funds to purchase advanced science-related reading materials and supplies for interactive science notebooks and science projects	Ensure that all teachers receive professional development related to effective instructional strategies in science specific to the higher level learner. Implementation of hands-on science activities at least one time per week to explore the scientific process and use of interactive notebooks for recording data	Reading Coach and Administrators	Increased student achievement and implementation of strategies in the delivery of instruction	District Assessments and FCAT results
5	Limited number of teachers able to participate in Gizmo training offered by district.	Participate in Gizmos electronic activities to reinforce mathematical practices concepts.	Mathematics Contact (6-8) Gizmos Trained Teacher Administration	Check usage and implementation, as well as student progress data	Gizmo data reports District 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:

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in science.	N/A				
Science Goal #2b:					
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards - Literacy	K-8	Toni Chieppa, Academic Coaches, Administration Teachers K-8	PLC, subject, grade level, and school-wide Monthly ERD PD	Weekly PLC October - May Coaching	PLC Minutes	Administration
VIMS/Pinnacle, Standards-Referenced Grading	K-5, 6-8		Rebecca Henry, Laurel Steveson Grade Level Groups, PLC	August 2012, September 2012, and Spring 2013	Monitoring Grade Book Input	Grade Book Managers, Administration
Deliberate Practice	K-8, 6-8 science teachers	VSET Leadership Team (Administration, Karen Troutman, Barbara Hoffman, and Elizabeth Albert)	School-wide	August, September Observations	Coaching	Administration Academic Coaches
Science Data Meetings	K-5, 6-8 science Teachers	Kathy Fulcher, Karen Troutman	Grade level, PLC	After each District Interim Assessment	Coaching	Administration, Reading Coach
Gizmos Training	6-8 Science Teachers	Administration Science Contact (6-8) 6-8 Science Teachers	Science Contact (6-8) 6-8 Science Teachers	Fall 2012 Spring 2013 Pending PD calendar	PLC and Data Meetings	Administration
eInstruction Classroom Response System (CRS)- Clickers Training	K-8 Teachers	eInstruction Consultant Kathy Fulcher	K-8 Teachers, all subjects	October 2012 Spring 2013	PLC collaboration Assign teacher as contact for others (Kathy Fulcher)	Administration Media Specialist

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Implement Advancement Via Individual Determination (AVID) program for grades 7-8.	AVID Teacher, tutoring, materials, and field trips	Title I (Portions Pending Approval)	\$11,286.00
			Subtotal: \$11,286.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teacher MobiView unit from eInstruction to coincide with CPS clickers for formative assessment.	Teacher MobiView	Title I (Pending Approval)	\$1,200.00
			Subtotal: \$1,200.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Coaches will lead data discussions and provide professional development support and coaching to K-8 teachers.	Instructional Coaches	Title I	\$43,344.00
Provide substitutes to relieve teachers to attend data meetings to review individual student data to determine best instructional changes to meet student needs.	Funding for substitutes (Pending approval)	Title I	\$1,800.00
Provide training for effective implementation of Advancement Via Individual Determination (AVID) program for grades 7-8.	Professional development for AVID teachers (Summer Institute, Fall Conference, and teacher training)	Title I	\$1,135.00
Provide substitutes for teachers to attend staff development.	Substitute Teacher	SAC	\$120.00
			Subtotal: \$46,399.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Intervention teacher will use formative data to select targeted students in grades 6-8 for academic assistance in acquisition of science skills.	Math/Science Intervention Teacher (Pending, Searching for Certified Candidate)	Title I	\$25,948.00
Credit Retrieval is provided to students throughout the school year for re-taking a portion of core coursework for a replacement passing grade.	Credit Retrieval Teacher	Title I	\$8,547.00
Open chapter of National Junior Honor Society for our 6-8 students.	National Junior Honor Society Sponsor (pending selection of sponsor)	SAC	\$125.00
Provide materials and supplies to support the SIP goals and strategies.	Materials and supplies as needed to support the SIP	SAC (Pending Approval)	\$306.94
			Subtotal: \$34,926.94
			<b>Grand Total: \$93,811.94</b>

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.	Students achieving FCAT Level 3.0 in writing will increase 2%.
Writing Goal #1a:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (115)	70% (118)

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 have eighth grade students write a minimum of three essays weekly and have them graded with feedback	Use a computer based program targeting eighth grade students giving them at least three opportunities to write essays weekly	Classroom teachers	Schedule students to use the computer program and track student growth	District Assessments and FCAT results
2	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas  Provide support and coaching to teachers on scoring	Classroom Teachers Administration Instructional Coaches	Monitor growth of Volusia Writes scores	Volusia Writes data  FCAT Writing scores
3	Opportunities to train teachers Funding and time for follow up coaching	Implementation of Common Core State Standards (CCSS) Literacy Standards across the curriculum	Administrators Instructional Coaches Classroom teachers	PLC collaboration, follow up coaching, and administrative monitoring	PLC Minutes, FAIR, District Writing Assessments, FCAT Writing
4	Timeline for implementation of new standards.  Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) Literacy Standards across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Follow up coaching  Administrative Observation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
5	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting discussions to address instructional strategies for implementation	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards - Literacy	K-8	Toni Chieppa, Academic Coaches, Administration	Teachers K-8 PLC, subject, grade level, and school-wide	Monthly ERD PD August-February Weekly PLC October - May	Coaching PLC Minutes	Administration
Deliberate Practice	K-8, 6-8 Language Arts Teachers	VSET Leadership Team (Administration, Karen Troutman, Barbara Hoffman, and Elizabeth Albert)	School-wide	August, September Observations	Coaching	Administration Academic Coaches
Writing Data Meetings	4th grade, 8th grade Language Arts	Barbara Hoffman, Karen Troutman, Toni Chieppa	Grade level, PLC	December, January	Coaching	Administration, Reading Coach
VIMS/Pinnacle, Standards-Referenced Grading	K-5, 6-8	Rebecca Henry, Laurel Stevenson	Grade Level Groups, PLC	August 2012, September 2012, and Spring 2013	Monitoring Grade Book Input	Grade Book Managers, Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Advancement Via Individual Determination (AVID) program for grades 7-8.	AVID Teacher, tutoring, materials, and field trips	Title I (Portions Pending Approval)	\$11,286.00
Subtotal:			\$11,286.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
My Access, a Computer Based Instruction program, scores student writing and assists the teacher in offering instructional interventions for individual students.	My Access (Computer Based Instruction for writing)	Title I (Pending Approval)	\$3,400.00
Subtotal:			\$3,400.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Coaches will lead data discussions and provide professional development support and coaching to K-8 teachers.	Instructional Coaches	Title I	\$43,344.00
Provide substitutes to relieve			



teachers to attend data meetings to review individual student data to determine best instructional changes to meet student needs.	Funding for substitutes (Pending approval)	Title I	\$900.00
Provide training for effective implementation of Advancement Via Individual Determination (AVID) program for grades 7-8.	Professional development for AVID teachers (Summer Institute, Fall Conference, and teacher training)	Title I	\$1,135.00
Provide substitutes for teachers to attend staff development.	Substitute Teacher	SAC	\$120.00
Provide materials and supplies to support the SIP goals and strategies.	Materials and supplies as needed to support the SIP	SAC (Pending Approval)	\$300.00
			Subtotal: \$45,799.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Credit Retrieval is provided to students throughout the school year for re-taking a portion of core coursework for a replacement passing grade.	Credit Retrieval Teacher	Title I	\$8,547.00
Open chapter of National Junior Honor Society for our 6-8 students.	National Junior Honor Society Sponsor (pending selection of sponsor)	SAC	\$125.00
			Subtotal: \$8,672.00
			<b>Grand Total: \$69,157.00</b>

End of Writing Goals

## Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Data are not available.
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	Timeline for implementation of new standards. Opportunities to train teachers and time for follow up coaching are limited.	Train teachers in the implementation of Common Core State Standards (CCSS) across the curriculum.	Administration CCSS Contact(s) Instructional Coaches Classroom Teachers	PLC and data meeting discussions to address instructional strategies for implementation  Administrative Observations	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
	Limited staffing and master schedule constraints.	Implement Plus One schedule providing one hour of additional instructional time for grades K-5 imbedded	Administration Instructional Coaches Classroom Teachers	Administrative observation and monitoring  PLC and data meeting	PLC Minutes, FAIR, District Interim Assessments, Formative

2		throughout the academic schedule and 30 minutes of additional instructional time for grades 6-8 (U-Knight) used to reteach, remediate, retest, and enrich.		discussions to address instructional strategies for implementation	Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
3	Opportunities to train teachers and time for follow up coaching are limited.	Explore, discuss, and begin implementation of practices in support of Standards Referenced Grading (SRG) to ensure student mastery of grade level and curriculum standards.	Administration Instructional Coaches Pinnacle Gradebook Managers	PLC and data meeting discussions to address instructional strategies for implementation.  Review current usage of options within Pinnacle.	PLC Minutes, FAIR, District Interim Assessments, Formative Semester Assessments, FCAT Explorer, FCAT 2.0, and End of Course Exams
4	Lack of knowledge about Civics EOC  Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction	Participate in Creation of District Formative Assessments for Civics  Participate in District Professional Development and Webinars to explain support materials, such as item specifications, test reviews  Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading)	Administration  Social Studies PLCs  Social Studies Department Chair	Monitor usage and implementation through: Teacher Formative Assessment Document-Based Question Assessments Participation in Professional Development	Document-Based Question Assessments  Civics EOC field test results VSET Evaluation

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.  Civics Goal #2:	Data are not available.
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	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Increase Level of Student Questioning  To Focus on Cognitive Complexity of Learning Targets for instruction and assessment  Infusion of technology and collaboration among students	Administration  Social Studies PLCs  Social Studies Department Chair	Observation and monitoring through evaluations  Teacher Data	Vset Evaluation Domain 3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core State Standards - Literacy through the Content Areas	7th Grade	Social Studies Contact (6-8)	6-8 Social Studies Teachers	Spring 2012	PLC or Department Meetings Staff Development Day	Administration
District PD targeted toward the Civics EOC for department contacts to bring back to teachers.	7th Grade	District Secondary Social Studies TOA Social Studies Contact (6-8)	Social Studies Contact and Teachers	September 2012- May 2013	Department Meetings and PLC	Curriculum AP Principal

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Advancement Via Individual Determination (AVID) program for grades 7-8.	AVID Teacher, tutoring, materials, and field trips	Title I (Portions Pending Approval)	\$11,286.00
			Subtotal: \$11,286.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
PLC Meeting to address Common Core and its application to Civics courses	Substitutes for Grades 6-8 Social Studies Teachers	Title I (Pending Approval)	\$400.00
Provide training for effective implementation of Advancement Via Individual Determination (AVID) program for grades 7-8.	Professional development for AVID teachers (Summer Institute, Fall Conference, and teacher training)	Title I (Pending Approval)	\$1,135.00
			Subtotal: \$1,535.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Hold a school-wide Social Studies Fair for grades 4 and 6-8 to select participants for district fair.	Ribbons for Social Studies Fair Participants	SAC (Pending Approval)	\$100.00
			Subtotal: \$100.00
			<b>Grand Total: \$12,921.00</b>

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance Attendance Goal #1:	Students with excessive absences and tardies will decrease by 2%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
K-8 - 95.04% (864 of 909 students)	K-8 - 95.04% (920 of 968 students enrolled)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
K-8 - 292 (32% of 909 students)	K-8 - 290 (30% of 968)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
K-8 - 536 (59% of 909 students)	K-8 - 551 (57% of 968)

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	Inconsistent enforcement of the school's tardy policy	Clearly communicate and enforce school policy for grades 6-8: 5-6 tardies is a warning with parent contact made. 7-8 tardies, parent contact made and lunch detention assigned. 9-10 tardies, parent contact made and extended detention assigned. > 10 tardies, parent contact is made and In school suspension assigned.  For grades K-5 after pattern of tardy, teacher will contact administrator and a social worker referral will be completed and a PST meeting will be scheduled.	Classroom teachers, guidance counselors, administration, school social worker.	Analysis of tardy data monthly.	End of the year attendance data
2	Limited resources for family care in the homes.	Assist family in providing resources for care of members	Guidance Department Administration Social Worker	Increase in Average Daily Attendance	End of each quarter to monitor students with excessive absences
	Inconsistent enforcement of the school's attendance policy.	At 3-5 unexcused absences the teacher communicates with parent. Attendance clerk issues 5 and 10 day letters via	Classroom teachers, guidance counselors, administration, school social	Analysis of attendance data monthly.	End of the year attendance data.

3		the teacher to send home with student. At 10 days the teacher initiates the PST process including the parent and school social worker on the meeting invitation.	worker.		
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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
District attendance policy, state law.	K-8	Web based and provided by the district.	Teachers, Administrators	November 2012	Administration confirms 100% faculty participation.	Administration, teachers

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	The number of in school and out of school suspensions

Suspension Goal #1:	will decrease by 5%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
721	685
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
174	165
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
333	316
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
146	139

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent involvement Low SES Academic Difficulties	Find alternatives to both out of school and in school suspensions (work detail, lunch detention, campus beautification, after school detention, etc.)	Guidance Counselors Administration	Reduction in Suspensions both out of school and in school	Suspension Report and quarterly behavior data
2	Student Buy-in Teacher Follow-through Funding for incentives	Acknowledge appropriate behaviors with school-wide incentive programs	Guidance Counselors Administration Behavior Leadership Team (BLT) Members	Observation of student participation, Student buy-in	Discipline Browse reviewed

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
To reduce the number of in-school and out of school suspensions. School wide	K-8	Administration.	School wide	August	Discipline browse	Administrators

plan for teachers and students involvement in student academic and behavior initiatives.	K-8	Behavior Leadership team members, Administration.	School wide	September - June	Monthly meetings, reviewing of discipline data	Behavior Leadership team members and Administration.
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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
Teacher attendance at or district level BLT training	Kenya Ford/Mandy Ellzey or other district personnel performing trainings where funds are needed for substitute teachers	SAC funds	\$600.00
			Subtotal: \$600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide incentives for Behavior Leadership Team (BLT) Initiatives	Through donations and PTSA	School internal accounts, SAC funds	\$500.00
			Subtotal: \$500.00
			<b>Grand Total: \$1,100.00</b>

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:		Earn Five-Star School Award			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Earned Five-Star Award for Holly Hill School (First year as new school)		Earn Five-Star School Award for second consecutive year (as new school)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP
2	Parents' Schedules and Availability	Earn Five-Star School Award for Parent Involvement	PTSA Members Parent Contact, Jerry Jackson Administraiton	Earning Golden School Award; Earning Silver School Award; Sign-in Sheets	Five-Star Notebook

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
Collaborative Partner Training	K-8	Adminitration	Teachers, SAC Members, PTSA Board and Meeting Attendees	September 2012 October 2012	Agenda	Principal SAC Chair
See PIP	See PIP	See PIP	See PIP	See PIP	See PIP	See PIP
Shared Decision Making	K-8	Administration	Teachers, SAC Members, PTSA Board and Meeting Attendees	September 2012 October 2012	Agenda	Principal SAC Chair

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize on-line survey service for obtaining information from teachers, staff, or parents.	Survey Monkey	SAC	\$200.00
			Subtotal: \$200.00
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
Coordinate parent events for the school to encourage parent involvement and offer training opportunities as requested on parent input forms.	Stipends for teachers, trainers, and Parent Contact for providing parent events after hours; Materials necessary to support parent events; Childcare services during parent events when applicable.	Title I (Pending Approval)	\$6,902.00
School folders printed with Parent/Student Handbook as a resource for families.	School Folders	SAC	\$1,100.00



Subtotal: \$8,002.00

Grand Total: \$8,202.00

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:		In 2012 - 2013, Teachers will produce project-based STEM lessons for grades 6-8 in Mathematics, Science, and Educational Technology. The participation of 5th grade students in a Science Fair will remain 100%.  The participation of parents in our school's Science Night.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices	District STEM TOA  Administration  Science Department Chair  Math Department Chair	Monitor usage and implementation data of STEM modules	Usage data
2					
3	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 Night) to excite interest in Stem activities.	District STEM TOA  Administration  5th Grade Teachers  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
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Scientific process	5th grade	Instructional Coaches	5th grade teachers	Monthly Sept - May 2013	PLC discussions, participation in Science Fair and Science Night	Instructional Coaches Administration
	Grades 6-8 Math, Science and Educational Technology	District Staff Department Contact Participating Teachers	Grades 6-8 Math, Science and Educational Technology	Monthly Nov.- May 2013	Disuss in PLC setting	Math and Science Department Contacts Administration
Scientific process	5th grade	Instructional Coaches	5th grade teachers	Monthly Sept - May 2013	PLC discussions, participation in Science Fair and Science Night	Instructional Coaches Administration

STEM Budget:

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

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal # 1:			In 2012 - 2013 school year, Edmodo will be introduced to students as an educational resource.		
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	Access to technology for all students.	Train participating Teachers in the use of Edmodo technolgy with their students.	Administration School Edmodo contact Participating Teachers	Monitor participation in PLC's	Observations and Edmodo 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
Training teachers on use of Edmodo as a classroom resource for assignments, communication and assessments.	Grades 6-8	Edmodo Contact	Participating Teachers	Sept. 2012 & Winter 2013	Discuss at PLC meetings	Edmodo Contact Administration

CTE Budget:

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

End of CTE Goal(s)

## Additional Goal(s)

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	Supplemental materials to support reading intervention (K-5) and classroom reading instruction (K-8).	ABC Darien (K, 4-5) Early Reading Intervention (K) Level Literacy Intervention (1-2) Phonics for Reading (2-3) Rewards (4-5) 100 Book Challenge (K-8)	Title I (Pending Approval)	\$4,400.00
Mathematics	Implement Advancement Via Individual Determination (AVID) program for grades 7-8.	AVID Teacher, tutoring, materials, and field trips	Title I (Portions Pending Approval)	\$11,286.00
Science	Implement Advancement Via Individual Determination (AVID) program for grades 7-8.	AVID Teacher, tutoring, materials, and field trips	Title I (Portions Pending Approval)	\$11,286.00
Writing	Implement Advancement Via Individual Determination (AVID) program for grades 7-8.	AVID Teacher, tutoring, materials, and field trips	Title I (Portions Pending Approval)	\$11,286.00
Civics	Implement Advancement Via Individual Determination (AVID) program for grades 7-8.	AVID Teacher, tutoring, materials, and field trips	Title I (Portions Pending Approval)	\$11,286.00
				Subtotal: \$49,544.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize on-line survey service for obtaining information from teachers, staff, or parents.	Survey Monkey access	SAC	\$200.00
Mathematics	Provide teacher MobiView unit from eInstruction to coincide with CPS clickers for formative assessment.	Teacher MobiView	Title I (Pending Approval)	\$1,200.00
Science	Provide teacher MobiView unit from eInstruction to coincide with CPS clickers for formative assessment.	Teacher MobiView	Title I (Pending Approval)	\$1,200.00
Writing	My Access, a Computer Based Instruction program, scores student writing and assists the teacher in offering instructional interventions for individual students.	My Access (Computer Based Instruction for writing)	Title I (Pending Approval)	\$3,400.00
Civics				\$0.00
Parent Involvement	Utilize on-line survey service for obtaining information from teachers, staff, or parents.	Survey Monkey	SAC	\$200.00
				Subtotal: \$6,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
	Instructional Coaches will lead data			

Reading	discussions and provide professional development support and coaching to K-8 teachers.	Instructional Coaches	Title I	\$43,344.00
Reading	Provide substitutes to relieve teachers to attend data meetings to review individual student data to determine best instructional changes to meet student needs.	Funding for substitutes (Pending approval)	Title I	\$7,200.00
Reading	Provide substitutes for teachers to attend staff development.	Substitute Teacher	SAC	\$120.00
Mathematics	Intructional Coaches will lead data discussions and provide professional development support and coaching to K-8 teachers.	Instructional Coaches	Title I	\$43,344.00
Mathematics	Provide substitutes to relieve teachers to attend data meetings to review individual student data to determine best instructional changes to meet student needs.	Funding for substitutes (Pending approval)	Title I	\$1,800.00
Mathematics	Provide training for effective implementation of Advancement Via Individual Determination (AVID) program for grades 7-8.	Professional development for AVID teachers (Summer Institute, Fall Conference, and teacher training)	Title I	\$1,135.00
Mathematics	Provide substitutes for teachers to attend staff development.	Substitute Teacher	SAC	\$120.00
Science	Intructional Coaches will lead data discussions and provide professional development support and coaching to K-8 teachers.	Instructional Coaches	Title I	\$43,344.00
Science	Provide substitutes to relieve teachers to attend data meetings to review individual student data to determine best instructional changes to meet student needs.	Funding for substitutes (Pending approval)	Title I	\$1,800.00
Science	Provide training for effective implementation of Advancement Via Individual Determination (AVID) program for grades 7-8.	Professional development for AVID teachers (Summer Institute, Fall Conference, and teacher training)	Title I	\$1,135.00
Science	Provide substitutes for teachers to attend staff development.	Substitute Teacher	SAC	\$120.00
Writing	Intructional Coaches will lead data discussions and provide professional development support and coaching to K-8 teachers.	Instructional Coaches	Title I	\$43,344.00
Writing	Provide substitutes to relieve teachers to attend data meetings to review individual student data to determine best	Funding for substitutes (Pending approval)	Title I	\$900.00

	instructional changes to meet student needs.			
Writing	Provide training for effective implementation of Advancement Via Individual Determination (AVID) program for grades 7-8.	Professional development for AVID teachers (Summer Institute, Fall Conference, and teacher training)	Title I	\$1,135.00
Writing	Provide substitutes for teachers to attend staff development.	Substitute Teacher	SAC	\$120.00
Writing	Provide materials and supplies to support the SIP goals and strategies.	Materials and supplies as needed to support the SIP	SAC (Pending Approval)	\$300.00
Civics	PLC Meeting to address Common Core and its application to Civics courses	Substitutes for Grades 6-8 Social Studies Teachers	Title I (Pending Approval)	\$400.00
Civics	Provide training for effective implementation of Advancement Via Individual Determination (AVID) program for grades 7-8.	Professional development for AVID teachers (Summer Institute, Fall Conference, and teacher training)	Title I (Pending Approval)	\$1,135.00
Suspension	Teacher attendance at or district level BLT training	Kenya Ford/Mandy Ellzey or other district personnel performing trainings where funds are needed for substitute teachers	SAC funds	\$600.00

Subtotal: \$191,396.00

**Other**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Intervention teachers will use formative data to select targeted K-5 students for academic assistance in acquisition of reading skills.	Reading Intervention Teachers	Title I	\$85,821.00
Reading	Open chapter of National Junior Honor Society for our 6-8 students.	National Junior Honor Society Sponsor (pending selection of sponsor)	SAC	\$125.00
Reading	Provide materials and supplies to support the SIP goals and strategies.	Materials and supplies as needed to support the SIP	SAC (Pending Approval)	\$300.00
Mathematics	Intervention teacher will use formative data to select targeted students in grades 6-8 for academic assistance in acquisition of mathematics skills.	Math/Science Intervention Teacher (Pending, Searching for Certified Candidate)	Title I	\$25,948.00
Mathematics	Credit Retrieval is provided to students throughout the school year for re-taking a portion of core coursework for a replacement passing grade.	Credit Retrieval Teacher	Title I	\$8,547.00
Mathematics	Open chapter of National Junior Honor Society for our 6-8 students.	National Junior Honor Society Sponsor (pending selection of sponsor)	SAC	\$125.00
Mathematics	Provide materials and supplies to support the SIP goals and strategies.	Materials and supplies as needed to support the SIP	SAC (Pending Approval)	\$300.00
	Intervention teacher will use formative data to select targeted	Math/Science		

Science	students in grades 6-8 for academic assistance in acquisition of science skills.	Intervention Teacher (Pending, Searching for Certified Candidate)	Title I	\$25,948.00
Science	Credit Retrieval is provided to students throughout the school year for re-taking a portion of core coursework for a replacement passing grade.	Credit Retrieval Teacher	Title I	\$8,547.00
Science	Open chapter of National Junior Honor Society for our 6-8 students.	National Junior Honor Society Sponsor (pending selection of sponsor)	SAC	\$125.00
Science	Provide materials and supplies to support the SIP goals and strategies.	Materials and supplies as needed to support the SIP	SAC (Pending Approval)	\$306.94
Writing	Credit Retrieval is provided to students throughout the school year for re-taking a portion of core coursework for a replacement passing grade.	Credit Retrieval Teacher	Title I	\$8,547.00
Writing	Open chapter of National Junior Honor Society for our 6-8 students.	National Junior Honor Society Sponsor (pending selection of sponsor)	SAC	\$125.00
Civics	Hold a school-wide Social Studies Fair for grades 4 and 6-8 to select participants for district fair.	Ribbons for Social Studies Fair Participants	SAC (Pending Approval)	\$100.00
Suspension	Provide incentives for Behavior Leadership Team (BLT) Initiatives	Through donations and PTSA	School internal accounts, SAC funds	\$500.00
Parent Involvement	Coordinate parent events for the school to encourage parent involvement and offer training opportunities as requested on parent input forms.	Stipends for teachers, trainers, and Parent Contact for providing parent events after hours; Materials necessary to support parent events; Childcare services during parent events when applicable.	Title I (Pending Approval)	\$6,902.00
Parent Involvement	School folders printed with Parent/Student Handbook as a resource for families.	School Folders	SAC	\$1,100.00
Subtotal: \$173,366.94				
Grand Total: \$420,506.94				

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

[View uploaded file](#) (Uploaded on 10/3/2012)

## 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
SAC funds will be spent according to rules governing the funds and decisions made by SAC committee with principal approval.	\$5,216.94

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

School Advisory Council will meet on the third Thursday each month (September - May) maintaining 80% or higher attendance of membership at meetings. The monthly agendas will include review of minutes, membership, budget, and Title I activities. Reports will be provided by the principal, business partner contact, community member, and District Advisory Council representative. Discussions will occur and decisions will be made concerning issues and potential SAC funds requests. Public input will be heard. SAC members are trained on Collaborative Partnering, Shared Decision Making, and SAC processes. SAC provides input regarding the School Improvement Plan, School Compact, student performance data, expenditure of budget, school policy, and other topics as appropriate.

# 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 HOLLY HILL ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	57%	79%	53%	254	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	57%	51%			108	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	54% (YES)	71% (YES)			125	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					487	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Volusia School District HOLLY HILL ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	62%	87%	40%	253	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	53%			113	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	52% (YES)	52% (YES)			104	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					470	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested