FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DELAND MIDDLE SCHOOL

District Name: Volusia

Principal: William Dunnigan

SAC Chair: Patricia Lapinsky / Gayle Kohlier

Superintendent: Margaret Smith

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

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	William Dunnigan	BS in Physical Education MS in Educational Leadership Physical Education (grades 6-12) Certificate School Principal (all levels) Certificate	2	17	2011-12 - C School 2010-11 - B School, AYP 74% (55%R/55%M; 57%R/69%M; 75%R/78%M)* 2009-10 - B School, AYP 74%(60%R/56%M; 61%R/71%; 65%R/78%M)* 2008-09 - B School, AYP 85% (62%R/54%M; 67%R/66%M; 75%R/67%M)* 2007-2008 - B School, AYP 85% (54%R/55%M; 61%R/70%M; 72%R/71%M)* 2006-2007 - C School, AYP 79% (57%R/49%M; 52%R/57%M; 57%R/60%M)* *Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) Through the school years 2005-2006 to 2001-02 the principal received an

					evaluation of meets expectation.
Assis Principal	Michael Elmore	BA Criminal Justice MA Emotionally Handicapped Modified Core Program in Educational Leadership Educational Leadership Certificate Emotionally Handicapped K-12 Certificate	6	12	2011-2012 - C School 2010-11 - B School, AYP 72% (62%R/53%M; 60%R/60%M; 59%R/65%M)* 2009-10 - B School, AYP 72% (69%R/62M; 55%R/63%M; 60%R/62%)* 2008-09 A School, AYP 72% (73%R/62%M, 65%R/59%M, 69%R/57%M)* 2007-08 A School, AYP 77% (71%R/63%M, 63%R/66%M, 62%R/64%M)* *Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) 2006-7 Alternative Education Site - No School Grade, AYP No data Through the school years 2005-2006 to 2001-02 the assistant principal received an evaluation of meets expectation.
Assis Principal	Sabra Farajallah	BA in Arts in Dance MS in Elementary Education Educational Specialist in Educational Leadership and Administration Educational Leadership (all levels) Certificate Elementary Education Certificate Exceptional Student Education (K-12) Certificate Dance Education (K-12)Certificate Physical Education (K-12) Certificate ESOL Endorsement Reading Endorsement	2	2	2011-2012 - C School
Assis Principal	Ralph T. Calkins	BS in Physical Education and Driver's Education MA Administration and Supervision Administration/Supervision K-12 Certificate Driver Education Endorsement General Science 5-9 Certificate Physical Education 6-12 Certificate	23	23	2011-2012 - C School 2010-11 - B School, AYP 72% (62%R/53%M; 60%R/60%M; 59%R/65%M)* 2009-10 - B School, AYP 72% (69%R/62M; 55%R/63%M; 60%R/62%)* 2008-09 A School, AYP 72% (73%R/62%M, 65%R/59%M, 69%R/57%M)* 2007-08 A School, AYP 77% (71%R/63%M, 63%R/66%M, 62%R/64%M)* 2006-7 B School, AYP 79% (68%R/64%M, 56%R/63%M, 54%R/66%M)* *Proficient Reading/Math; Learning Gains R/M; Lowest 25% R/M) Through the school years 2005-2006 to 2001-02 the assistant principal received an evaluation of meets expectation.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Patricia Lapinsky	BA Elementary Education MS ESE English 5-9 Certificate Media K-12 Certificate Reading Endorsement ESOL Endorsement Gifted Endorsement	3	1	No Data, First year 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	Leadership Opportunities	Administration	June 2013	
2	New Teacher Programs (E3, Individualized PD, mentors, peer classroom visits, other site visits)	Administration/PARS	June 2013	
3	Cooperative partnership with local Colleges/Universities to provide teaching experiences for future educators.	Farajallah	June 2013	
4	Professional Development	Administration/Coach/District Specialists	June 2013	
5	PLC Activities	Department Contacts	June 2013	
6	PD360	District Personnel	June 2013	
7	Participation in District Job Fair and Recruitment Activities	Administration	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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
68	2.9%(2)	29.4%(20)	29.4%(20)	39.7%(27)	33.8%(23)	0.0%(0)	19.1%(13)	1.5%(1)	26.5%(18)

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
Michael Phillips	Kerry Love	District provided support to help the participating teacher succeed in meeting the district standards.	Empowering Educators for Excellence - New teacher to Volusia County
Michael Phillips	Lisa Holzer	District provided support to help the participating teacher succeed in meeting the district standards.	Empowering Educators for Excellence - New teacher to Volusia County

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

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 DeLand Middle School include:
• AVID program
• Parent support activities

Title I, Part C- Migrant

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:
• Academic Assistance through credit accrual/recovery (Odyssey Lab), tutoring, and summer school (Odyssey Recovery Lab)
• Translation Services for parent/teacher conferences
• Parental support through parent/kid activity nights.
• Medical Assistance through referrals to outside community agencies
• Food Assistance through referrals to food assistance programs

Title I, Part D

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

Title II

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

Title III

Title III

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

Title X- Homeless

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)

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Suicide prevention program – training for staff
• Bullying program – training for students during homeroom
• Red Ribbon Week
• Threat Response Procedure training for staff
• Child Abuse Reporting training for staff
• Psychotropic Medications: Role of School Personnel
• Guidance counselor mediation
• Peer Mediation

Nutrition Programs

Nutrition Programs

DeLand Middle School offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Health classes
• Personal Fitness classes

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career and Technical Education

DeLand Middle School offers the following career and technical education courses:

• Introduction, Orientation, and Exploration of Agriscience
• Introduction and Exploration of Technology
• Careers in Education
• Culinary Careers
• Computer Application in Business 1, 2, and 3
• "Career Choices for Teens and Young Adults" during 8th grade homeroom
• ePEP – Electronic Personal Education Plan
• AVID

Job Training

Job Training

DeLand Middle 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 students career awareness opportunities through Career and Technical Education in the Agriculture, Business, Family and Consumer Science, Technology, AVID. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

Other

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Administrators, PST Chair, School Psychologist, Department Contacts, Reading Coach

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

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

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step

problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Administrators, Department Contacts, Reading Coach

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

The LLT team meets monthly to discuss ways to advance literacy at DeLand Middle School. This is a "College Readiness" school (AVID) which promotes higher educational opportunities and the higher level literacy skills needed to be successful at the post-secondary level.

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

To promote literacy across the content areas for all students, especially our sub-populations.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/3/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

> N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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

*High Schools Only

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

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

> N/A

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

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

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

> N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Our goal is to increase the percentage of students scoring level 3 by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.28%	31.28%

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	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Reading Coach, Administration, Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR tests will receive additional reading instruction using scientifically research based reading strategies.	Reading Coach, Administration, Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using FAIR assessments and meet regularly as grade-level teams to foster growth among all students using formative data	FAIR data, FCAT results
3	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	Administration, 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:	Our goal is to increase the percentage of students scoring at levels 4,5, and 6 in reading by 3%.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	35.5% (6)		38.5%		

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Our goal is to increase the percentage of students scoring level 4 or above by 3%.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	27.48% (274)		30.48%		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	8th grade level 4/5 students taking Spanish instead of reading.	Reading Coach will work closely with Spanish teacher using effective reading strategies.	Spanish Teacher, Reading Coach.	Ongoing monitoring of formative assessments and teacher observation by Administator and reading coach	District Assessments, FAIR, and FCAT results
2	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teachers (with the support of the Reaching Coach) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated	Reading Coach, Administration, 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	FAIR data, Math assessment data, Science assessment data, FCAT results

		instruction and enrichment.		among all students	
3	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)	Administration	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions.	Walk-throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Our goal is to increase the percentage of students scoring level 7 or above by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62.5% (10)	65.5%

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Our goal is to increase the percentage of students making learning gains by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

60%			63%		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many new students enter from out of state. Students have not yet embraced a culture of learning.	Ensure that all teachers receive professional development related to effective instructional strategies in reading	Reading Coach, Administration	Ongoing monitoring of formative and summative assessment data	FAIR and FCAT results
2	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 Team, Administration	FAIR assessments will be analyzed three times each year. District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments District Interim Assessments
3	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs, Reading Coach, Administration	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams
4	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teachers (with the support of the Reaching Coach) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Reading Coach, Administration, 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	FAIR data, Science assessment 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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Data 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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration, ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
	There is a need for more	Participation of Access	Administration, ESE	District follow-up survey	Unique Reports

					Survey
2	collaboration time amongst teachers of students with cognitive disabilities	course teachers in District's monthly Virtual PLC using webinar platform	Team	Check student progress data using Unique Reports	
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration, ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Our goal is to increase the percentage of students in the lowest 25% making learning gains by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	55%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teachers(with the support of the Reading Coach) will meet monthly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Reading Coach, Administration, 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	FAIR data, Science assessment data, FCAT results
2	Funding for materials Time Volunteers	Students will also receive leveled fluency passages which will come from Read About.	CRT Parents Volunteer	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT Results
3	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers.	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Reading Coach, Supprt Facilitators, Administration	Track student growth using 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 six years the school will reduce their achievement gap by 50% 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

		60%	63%	67%	71%	

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:	To decrease the percentage of students not making satisfactory progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 34% Black: 66% Hispanic: 61% Asian: 12%	White: 31% Black: 63% Hispanic: 58% Asian: 9%

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<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Our school has an extremely diverse student population. High mobility rate.</td><td>Ensure that all teachers receive professional development related to effective instructional strategies in reading</td><td>Reading Coach, Administration</td><td>Ongoing monitoring of formative assessments and teacher observation by the Reading Coach and Administration</td><td>District Assessments, FCAT Results</td></tr>
<tr><td>2</td><td>Students do not identify with classical literature.</td><td>Teachers will reinforce reading strategies by using contempory text in a variety of genres that are culturally and ethnically diverse.</td><td>Reading Coach, Teachers</td><td>FAIR data</td><td>FCAT Results</td></tr>
</table>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	To decrease the percentage of students not making satisfactory progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%	71%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Challenges working with students who come from ELL backgrounds with significant gaps in vocabulary.</td><td>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</td><td>Reading Coach, Administration</td><td>Ongoing monitoring of formative assessments and teacher observation by administration.</td><td>District Assessments and FCAT results

Progress monitoring of weekly data using graphs/trend lines.</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	To decrease the percentage of students not making satisfactory progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%	68%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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, Teachers	Ongoing monitoring of formative assessments and teacher observation by Reading Coach and Administration.	District Assessments, FCAT Results
2	Students need more time to become proficient in tested reading skills.	Tutoring will be offered to the students falling into the lowest 25% quartile to increase benchmark mastery in reading.	Reading Coach, Administration, Teachers	Ongoing monitoring of formative assessments.	FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	To decrease the percentage of students not making satisfactory progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	52%

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	Reading Coach, Administration, Literacy Leadership Team	Classroom Walkthrough Literacy Leadership Team Meetings	VSET Observations Domain 3
2	Students need more time to become proficient in tested reading skills.	Tutoring will be offered to the students falling into the lowest 25% quartile to increase benchmark mastery in reading.	Reading Coach, Administration, Teachers	Ongoing monitoring of formative assessments	FCAT Results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to use Edmodo in your classroom	6,7,8/Reading	Media Specialist	Reading teachers	Spring 2013	online Edmodo group for DeLand Middle teachers	Media Specialist
Written responses to text aligned with PARCC	6,7,8/ Reading	Literacy Coach	Reading teachers	Nov/Dec 2012	Train the entire faculty in the Spring	Literacy Coach
Web 2.0 Tools for use in the classroom to enhance the teaching Common Core	6,7,8/Reading	Media Specialist	Reading teachers	Spring 2013	Observations	Administration
Analyzing Data for benchmark tests and FAIR testing	6,7,8/ Reading	Literacy Coach	Reading teachers	Nov/Dec 2012	Analyze data again in early Feb.	Literacy Coach

Reading 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 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:	Our goal is to increase the number of students scoring proficient in listening/speaking by 3%.
2012 Current Percent of Students Proficient in listening/speaking:	
77% (27)	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration, Reading 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	Administration, Reading 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.	Administration, Reading 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:	Our goal is to increase the number of students scoring proficient in reading by 3%.
2012 Current Percent of Students Proficient in reading:	
43% (15)	

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

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administration, Reading 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:	Our goal is to increase the number of students scoring proficient in writing by 3%.

2012 Current Percent of Students Proficient in writing:
17% (6)

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	Administration, Reading 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	Administration, Reading 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.	Administration, Reading 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

End of CELLA Goals

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:	Our goal is to increase the percentage of students scoring a level 3 in math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27.8% (277)	30.8%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration, Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Our goal is to increase the percentage of students scoring a level 4,5, and 6 in math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
87.5% (14)	90.5%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration, ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
	Difficulty of finding high-	District training for	Administration, ESE	Check usage and	Unique Reports

2	quality lessons for students with cognitive disabilities that also address varying complexity levels	teachers on the implementation of Unique Learning System for Access courses

Follow-up coaching provided by program specialists | Team | implementation, as well as student progress data using Unique Reports

Administrative observation tools | FAA Scores |
| 3 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation of Access course teachers in District's monthly Virtual PLC using webinar platform | Administration, ESE Team | District follow-up survey

Check student progress data using Unique Reports | Unique Reports Survey |

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

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

Mathematics Goal #2a:	Our goal is to increase the percentage of students scoring a level 4 or above in math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17.7% (177)	20.7%

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

Teacher reflections | VSET observation |

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

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

Mathematics Goal #2b:	Our goal is to increase the percentage of students scoring a level 7 or above in math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12.5% (2)	15.5%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Difficulty of finding high-	District training for	Administration, ESE	Check usage and	Unique Reports

1	quality lessons for students with cognitive disabilities that also address varying complexity levels	teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Team	implementation, as well as student progress data using Unique Reports Administrative observation tools	FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration, ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Our goal is to increase the percentage of students making learning gains in math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%	63%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration, Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Data not yet available.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration, ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Our goal is to increase the percentage of students in the lower 25% making learning gains in math by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%	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	Not all math teachers are familiar with incorporating literacy strategies.	Provide professional development on literacy strategies appropriate for math teachers.	Administration, Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation
2	Due to the nature of their disability, some students participate less fully in instruction.	Continue to investigate and implement different strategies for students not showing progress Ensure that Assistive Technology and other resources are in place to maximize student participation.	Administration, Teachers	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports

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 six years the school will reduce their achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	47%	51%	55%	60%	64%	

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:	To decrease the percentage of students not making satisfactory progress in reading by 3%.

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	White: 43% Black: 77% Hispanic: 65% Asian: 18%	White: 40% Black: 74% Hispanic: 62% Asian: 15%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our school has an extremely diverse student population. High mobility rate.	Ensure that all teachers receive professional development related to effective strategies in mathematics.	Math Department Chair, Administration	Track student growth using SFS, SSA, Interim Assessments and meet regularly to foster growth among all students using formative data.	District Assessments, FCAT Results
2	Students have not yet learned to decipher information from word problems.	Math teachers will provide one FCAT Item Spec as a bell ringer each Monday.	Math Department Chair, Administration, Math Teachers	Ongoing monitoring of formative assessments and teacher observation by the Administration	District Assessments, FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	To decrease the percentage of students not making satisfactory progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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	Math Department Chair, Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments, 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:	To decrease the percentage of students not making satisfactory progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77%	74%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of some students in the Exceptional Student Education program.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Team	Ongoing monitoring of formative assessments	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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	To decrease the percentage of students not making satisfactory progress in reading by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63%	60%

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

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:	To increase the percentage of students scoring a Level 3 in Algebra by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (101)	51%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration, Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	To increase the percentage of students scoring at or above achievement Level 4 in algebra by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (30)	17%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative learning	Administration, Math Department Chair	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 six years the school will reduce their achievement gap by 50%. 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		48%	51%	55%	59%	

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:	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	Hispanic: We have a growing number of Hispanic students that receive services in our ELL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided	Reading Coach and Administrators	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments, FCAT Results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
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	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	Reading Coach, Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments, 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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		N/A		

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	Meeting the needs of some students in the Exceptional Student Education program.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes	ESE Assistant Principal, ESE Lead Team	Ongoing monitoring of formative assessments	FAIR 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 subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
No Data Submitted				

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

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

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

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

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

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

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

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

N/A	N/A

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

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

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

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

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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
No Data Submitted				

End of Geometry EOC Goals

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

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

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

Mathematics Budget:

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

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Our goal is to increase the percentage of students scoring level 3 in science by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35% (118)	38%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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 Department Chair, Science Teachers	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports, FSA & SSA Assessments, 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:	Our goal is to increase the percentage of students scoring level 3 in science by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (4)	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	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration, ESE Team	Check usage and implementation, as well as student progress data using Unique Reports	Unique Reports FAA Scores

				Administrative observation tools	
2	Not all instruction has been consistently aligned to the NGSSS access points Lack of targeted curriculum for science	ASAP Science (Accessing Science through the Access Points)	Administration, ESE Team	ASAP Science Curriculum-based assessments	ASAP Science Curriculum-based assessments, FAA Scores
3	Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers	Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing	Administration, Gen Ed and ESE Teacher Teams	Teacher Response to Administrative Query	VSET Evidence in Domain 4

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Our goal is to increase the number of students scoring level 4 or above by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (33)	13%

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.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration, Science Department Chair, Science Teachers	Teacher Data	VSET Evaluation Domain 3

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Our goal is to increase the number of students scoring level 7 or above by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1)	23%

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	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration, ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments, Unique Reports, FAA Scores	
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and change placement if necessary Discussion of application of skills and knowledge at a higher level and in various settings	Administration, ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports	ASAP Science Curriculum-based assessments, Unique Reports Survey	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
How to use Edmodo in a classroom	6,7,8/Science	Media Specialist	Science department	Spring 2013	online Edmodo group for DeLand Middle	Media Specialist
Web 2.0 Tools for use in the classroom to enhance the teaching Common Core	6,7,8/Science	Media Specialist	Science department	Spring 2013	observations	Administration

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Our goal is to increase the percentage of students scoring level 3 by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (223)	70%

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	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Implement CCSS Anchor Literacy Standards school-wide.	Classroom Teachers, Administration	Monitor growth of Volusia Writes scores	Volusia Writes Data, FCAT Writing Scores
2	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations	Language Arts Department Chair, Administration	Monitor Volusia Writes scores	Volusia Writes Data, FCAT Writing Scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring	

		at 4 or higher in writing. Writing Goal #1b:	Our goal is to maintain the percentage of students scoring level 4 or higher.
		2012 Current Level of Performance:	2013 Expected Level of Performance:
		100% (5)	100%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration, ESE Team	Check usage and implementation, as well as student progress data using Unique Reports

Administrative observation tools | Unique Reports, FAA Scores |
| 2 | Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels | District training for teachers on the implementation of Unique Learning System for Access courses

Follow-up coaching provided by program specialists | Administration, ESE Team | Check usage and implementation, as well as student progress data using Unique Reports

Administrative observation tools | Unique Reports, FAA Scores |
| 3 | There is a need for more collaboration time amongst teachers of students with cognitive disabilities | Participation of Access course teachers in District's monthly Virtual PLC using webinar platform | Administration, ESE Team | District follow-up survey

Check student progress data using Unique Reports | Unique Reports Survey |

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Written responses to text aligned with PARCC	6,7,8/Language Arts	Literacy Coach	Language Arts teachers	Nov, Dec. 2012	Train the entire faculty in the Spring	Literacy Coach
How to use Edmodo in your classroom	6,7,8/Language Arts	Media Specialist	Language Arts teachers	Spring 2013	Online Edmodo group for DeLand Middle teachers	Media Specialist
Writing instruction aligned with FCAT Writes	6,7,8/Language Arts	Literacy Coach	Language Arts teachers	Nov, Dec. 2012	Analyze Volusia Writes data	Literacy Coach
Web 2.0 Tools for use in the classroom to enhance the teaching	6,7,8/Language arts	Media Specialist	Language Arts teachers	Spring 2013	Observation	Administration

Common Core							

Writing 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 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 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	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	Administration, Scoial Studies Department Chair, Social Studies Teachers	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

		Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading)			

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Data 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 Department Chair, Social Studies Teachers	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
How to use Edmodo in your classroom	6,7,8/Civics	Media Specialist	Social Studies teachers	Spring 2013	online Edmodo group for teachers at DeLand Middle	Media Specialist
Web 2.0 tools to enhance the teaching of the Common Core	6,7,8/Civics	Media Specialist	Social Studies teachers	Spring 2013	observations	Administration

Civics Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal is to maintain or slightly improve our current attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.23%	94.23% or higher
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
827	800
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
365	300

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents allow students to stay home.	Stress the importance of attendance through school media such as SAC, PTA, Connect-Ed, and school newsletter.	Administration, Guidance, Attendance	Attendance will be monitored on a regular basis.	Pinnacle
2	Funding	Support after-school programs to increase	Club Sponsors	Number of students participating in after-	Sign-in sheets/attendance

		student attendance.		school programs.	records
3	Inconsistent enforcement of tardy policy.	Clearly communicate and enforce school policy: 1st tardy - warning 2nd tardy - warning, parent contact 3rd tardy - warning, parent contact, 15 minute lunch detention 4th tardy - tardy referral, 45 minute lunch detention	Administration, Teachers	Analysis of tardy data quarterly	Pinnacle
4	Parents not registering to receive information through Pinnacle.	Pinnacle will be used as a form of communication with parents to report attendance.	Administration	Data collected from Pinnacle	Pinnacle, CrossPointe

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal is to reduce the number of students receiving in-school and out-of-school suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
512	461
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
232	209
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
426	383
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
214	193

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 in- and out-of school suspensions are by a minority of students.	RTiB Training to increase the understanding of student behavior.	Administration, Teachers	Data Reports	CrossPointe, Pinnacle
2	The majority of our in- and out-of school suspensions are by a minority of students	Implementation of a school-wide tardy policy, teachers standing at their doors, and increased administrative presence in the hallways.	Administration, Teachers	Data Reports	CrossPointe, Pinnacle
3	Parental permission and participation required	Identified at risk students will participate in the Alpha program implemented in partnership with community counseling agency The House Next Door.	Administration, Guidance Counselors, Alpha Counselor	Intervention data will be analyzed and reviewed by Guidance Counselors and grade level PLC meetings.	Crosspointe, Pinnacle

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Our goal is to increase parent involvement/participation in all school-based activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
We are not a 5-Star School.	To be a 5-STAR school in 2012.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are unable to participate due to their work hours and family obligations.	To ensure parents are aware of school based activities through the school's multimedia announcements such as Connect-ed, School Newsletter, School webpage, SAC, and PTA.	Administration, Guidance, PTA, SAC, and School Newsletter Editor	Parents will sign in at school based activities, Climate Survey April 2013	Sign in sheets
2	Parents are unable to participate due to their work hours and family obligations.	To become a 5-Star school by accomplishing each of the 5 requirements. Community/Business Partnership Family Involvement Volunteers Student Community Service School Advisory Council	Administrator, Guidance, PTA, SAC, Faculty, Staff, Students, and School Newsletter Editor	More parents will sign in at school based activities.	Sign in sheets
3	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	To increase use of STEM strategies in science, math, and technology classrooms.

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

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

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

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

STEM Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	N/A

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

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

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
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

⌐ Priority	⌐ Focus	⌐ Prevent	⌐ NA

Are you a reward school: ⌐ Yes ⌐ No

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

No Attachment (Uploaded on 10/3/2012)

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
No funds provided.	$0.00

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

To give input on the School Improvement Plan.
To advise the administration reguarding parent concerns.
For the principal to advise the council of school procedures, staffing, data results, and program changes.

To continually try to recuit members through the school newspaper and parent network..

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
DELAND MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	60%	82%	55%	269	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%	60%			120	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	65% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					513	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District
DELAND MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	62%	89%	49%	269	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	55%	63%			118	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	62% (YES)			122	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					509	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested