FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: OSTEEN ELEMENTARY SCHOOL

District Name: Volusia

Principal: Robert Ouellette

SAC Chair: Kami Aronson

Superintendent: Margaret Smith

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

Last Modified on: 10/5/2012

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)
					03-04 Assistant Principal, Osteen Elementary School, A Grade(85% High Standards in reading, 85% High Standards in math, 79%Learning Gains in reading, 74% learning gains in math, 70% Lowest 25% gains in reading),and 97% of AYP criteria met; 04-05 Assistant Principal, Osteen Elementary School, A Grade(85% High Standards in reading, 78% High Standards in math, 72%Learning Gains in reading, 76% learning gains in math, 62% Lowest 25% gains in reading),and no to meeting AYP. 05-06 Assistant Principal, Osteen Elementary School, A Grade(83% High Standards in reading, 75% High Standards in math, 65%Learning Gains in reading, 62% learning gains in math, 68% Lowest 25% gains in reading),and no to meeting AYP. 06-07 Assistant Principal, New Smyrna Beach Middle School, B Grade (69% High Standards in reading, 58% High Standards in math, 62%Learning Gains in

| Principal | Robert | BS. Elementary Education MA. Education Leadership | 5 | 10 | reading, 63% learning gains in math, 59% Lowest 25% gains in reading, 65% Lowest 25% gains in math),and no to meeting AYP. 07-08 Assistant Principal, New Smyrna Beach Middle School, A Grade(71% High Standards in reading, 65% High Standards in math, 63%Learning Gains in reading, 68% learning gains in math, 57% Lowest 25% gains in reading, 66% Lowest 25% gains in math),and no to meeting AYP. 08-09 Principal, Osteen Elementary School, A Grade(83% High Standards in reading, 75% High Standards in math, 66%Learning Gains in reading, 62% learning gains in math, 56% Lowest 25% gains in reading, 61% Lowest 25% gains in math),and no to meeting AYP. 09-10 Principal, Osteen Elementary School, A Grade(82% High Standards in reading, 76% High Standards in math, 64%Learning Gains in reading, 59% learning gains in math, 58% Lowest 25% gains in reading, 54% Lowest 25% gains in math),and 80% of AYP criteria met. 10-11 Principal, Osteen Elementary School, A Grade(85% High Standards in reading, 80% High Standards in math, 68% Learning Gains in reading, 53% learning gains in math, 59% Lowest 25% gains in reading, 54% Lowest 25% gains in math),and 97% of AYP criteria met. 11-12 Principal, Osteen Elementary School, B Grade (67% High Standards in Reading, 60% High Standards in Math, 58% Learning Gains in Reading, 58% Learning Gains in Math, 46% lowest 25% gains in Reading, 50% lowest gain in Math). |
| Assis Principal | Cristina Raimundo | BA. MS. Childhod Ed. MS. Educational Leadership | 3 | 3 | 10-11 Assistant Principal, Osteen Elementary School, A Grade(85% High Standards in reading, 80% High Standards in math, 68%Learning Gains in reading, 53% learning gains in math, 59% Lowest 25% gains in reading, 54% Lowest 25% gains in math),and 97% of AYP criteria met. 11-12 Assistant Principal, Osteen Elementary School, B Grade(67% High Standards in Reading, 60% High Standards in Math, 58% Learning Gains in Reading, 58% Learning Gains in Math, 46% lowest 25% gains in Reading, 50% lowest gain in Math). |

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	Tara Geiger	B.A. Elementary Education 1-6 M.S. Educational Leadership			N/A first year as Academic Coach
Math	April Jollie	B.A.Elementary Education			N/A first year as Academic Coach

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Mentoring fellow teachers so they may receive positive feedback for improvement.	Veteran teachers	ongoing	
2	Staff Development training that targets best practices aligned with the Volusia System for Empowering Teachers.	school administration	ongoing	

3	Partnering with community stakeholders to provide activities and local advertisement. Assist with collaboration between classroom and community.	school administration	ongoing	
4	Formal and informal faculty recognitions	school administration and instructional colleagues	ongoing	
5	PLC Activities	PLC groups	ongoing	

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
45	0.0%(0)	24.4%(11)	33.3%(15)	42.2%(19)	35.6%(16)	0.0%(0)	6.7%(3)	8.9%(4)	73.3%(33)

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
Candy Ezen	Jennifer Anton (par teacher)	Highly qualified and skilled veteran teacher.	1. informal meetings 2. classroom visitations 3. curriculum discussions 4. Scheduled PLC meetings with grade level peers.
Michelle McCoy	Tiffany Robbins (par teacher)	Highly qualified skilled veteran teacher	1. informal meetings 2. classroom visitations 3. curriculum discussions 4. Scheduled PLC meetings with grade level peers.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Under Title I Part A Osteen Elementary School works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.
Programs supported by Title I at Osteen Elementary School include:
• Academic Coaches for the purpose of comprehensive staff development
• Family Center Para-professional who facilitates our extensive parent involvement program
• Reading Intervention Teacher to provide interventions for students in need
• Supplemental Tutoring after school
• Supplemental materials and supplies needed to close the achievement gap
• Supplemental funds for ongoing staff development as determined by the results of FCAT data
• Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels. Osteen Elementary School utilizes these resources though the following:
• After School Tutoring in Math
• After School Tutoring in Reading

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Student Mentoring Program
• Crisis Training Program
• Suicide Prevention Program
• Bullying Program

Nutrition Programs

Osteen Elementary School offers a variety of nutrition programs including: (Add/Delete from suggested list below – must be specific to your school)
• Free and Reduced Meal Plan
• Wellness Policy School Plan

- Nutrition and Wellness classes
- Running Clubs

Housing Programs

N/A

Head Start

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

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

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). Frequency of Data Days: Bi weekly meetings for data analysis or as determined by principal

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in

Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Literacy Leadership Team consists of:

Principal
Assistant Principal
Academic Coaches
Intervention Teacher
Supplimented general education teachers with extra leadership duties

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

The school's LLT functions as a part of the school's Leadership Team. The LLT is embedded in the infrastructure of the school. Core members of the LLT are the principal, assistant principal, teachers. The school's LLT will focus meetings around the school's reading program. The team meets regularly to engage in the following activities: Review curriculum and materials; review student data ad assessments and to identify additional materials that could be beneficial. Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model.
Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

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

The implementation of standards and guidelines based upon formative assessments and standards based grading practices as part of the school district's Volusia Proficiency Model and Volusia System for Empowering Teachers.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/24/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

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

N/A

*High Schools Only

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

N/A

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

N/A

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31.86% (94)	34.86% (94)

	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 consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	Obtaining adequate SAI funding for tutoring and small group interventions resources.	Implement tutoring and small group interventions for students with identified reading deficiencies.	Select classroom teachers from grades K-5	Ongoing monitoring of formative assessment and teacher observation by principal.	District Assessments,unit tests, FCAT results and FAIR data
3	1.2. Funds for professional development resources.	1.2. Utilize funds to implement systems for formative assessment and standards based grading.	1.2. School principal and literacy leadership team.	1.2. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	1.2. Teachers implementing effective strategies in their classroom.
4	1.3. Time for teacher collaboration as a follow up to professional development.	1.3. Provide for teacher collaboration during additional planning times and faculty meeting as scheduled bi-weekly.	1.3. Administration	1.3. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	1.3. Teachers implementing effective strategies in their classroom.
5	1.4. Scheduling time within the school day for Tier 2 and Tier 3 reading interventions.	1.4. Intervention teachers will work with identified students, based on reading deficiencies, during a suspended curriculum situation to provide prescriptive interventions four days per/week, in four to eight week intervals.	1.4 Special Area Teacher (Interventions)	1.4. Ongoing monitoring of formative assessment data, and PLC collaboration with teachers.	1.4. District Assessments,formative assessments, unit tests, FCAT results and FAIR data .
6	1.5 Time within the existing school day for students to conduct sustained, independent reading.	1.5. Provide students with books on their identified reading level, empower them to read independently on a consistent basis.	1.5. Classroom teachers, media specialist	1.5. Monitoring the number of students successfully completing Reading Counts program assessments each quarter.	1.5. Reading Counts Program Assessments,formative assessments, unit tests, FCAT results and FAIR data
	1.6.	1.6.	1.6.	1.6.	1.6.

7	Time to dissagregate data on a consistent basis to determine appropriate differentiated instructional group placement.	Use of leveled reading material to provide differentiated instruction, as provided by the district adopted MacMillan reading textbook.	Classroom teachers	Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	District Assessments,formative assessments, unit tests, FCAT results and FAIR data
8	1.7. Obtaining funds for professional development and resources.	1.7. Use of Mobi View and CPS Clickers as part of formative assessments as part of standards based grading.	1.7. Select classroom teachers	1.7. Ongoing monitoring of formative assessments implementation and PLC collaborations with teachers.	1.7. District assessment, formative assessments, unit test, FCAT result and FAIR data
9	1.8. Getting parents to be willing to attend school activities.	1.8. PLC curriculum breakfast designed to provide parents with relevent curriculum information and ways to assist with their child's learning goals.	1.8. PLC and School Administrators.	1.8. Solicit parent feedback.	1.8. Surveys and anecdotal records.
10	1.9. Finding time within the school day and parental involvement.	1.9. Use of scholastic readers/ leveled readers and decodables to increase reading fluency.	1.9. Select classroom teachers.	1.9. Ongoing monitoring of formative assessments, self monitoring and PLC collabration.	1.9. DRA and FAIR Results. Monitoring Reading Counts Program
11	Scheduling time with in the school day for tier 2 and tier 3 reading interventions.	Classroom teachers will provide interventions for at least 30 minutes daily.	Classroom Teachers, Academic Coaches, Administration.	Ongoing monitoring of formative assessments, and PLC collaboration with teachers.	Assessments,formative assessments, unit tests, FCAT results and FAIR data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	42% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities and general education teachers.	PLC meetings with academic coaches, team planning, professional development, LLC meetings.	Administration,ESE Team, General Education Teachers, Academic Coaches	PLC meeting notes, Team Planning notes,	District Assessments, FCAT results
3	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	Follow-up coaching provided by program specialists	Administration ESE Team General Education Teachers Academic Coaches	PLC meeting notes, Team planning notes, Coaching session Notes	Walk throughs, Coaching sessions

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percent of students scoring at current level by 3% at each grade level.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
33.90% (100)	36.90% (99)

			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 consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	2.1. Time within the existing school day for students to conduct sustained, independent reading.	2.1. Provide students with books on their identified reading level, empower them to read independently on a consistent basis.	2.1. Classroom teachers, media specialist	2.1. Monitoring the number of students successfully completing Reading Counts program assessments each quarter.	2.1. Reading Counts Program Assessments,formative assessments, unit tests, FCAT results and FAIR data
3	2.2. Funds for professional development resources.	2.2. Utilize funds to implement systems for formative assessment and standards based grading.	2.2. School principal and literacy leadership team.	2.2. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	2.2. Teachers implementing effective strategies in their classroom.
4	2.3. Time to dissagregate data on a consistent basis to determine appropriate differentiated. instructional group placement.	2.3. Use of leveled reading material as provided by the district adopted MacMillan reading textbook.	2.3. Classroom teachers	2.3. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	2.3. District Assessments,formative assessments, unit tests, FCAT results and FAIR data
5	2.4. Time to dissagregate data on a consistent basis to determine appropriate differentiated instructional group placement.	2.4. Use of FCRR reading material.	2.4. Classroom teachers	2.4. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	2.4. District Assessments,formative assessments, unit tests, FCAT results and FAIR data
6	2.5. Investigate funding for purchase of Raz Kids software.	2.5. Student use of Raz Kids software to enrich and enhance reading skills through independent usage.	2.5. Classroom teachers.	2.5. Review of software data points provided for students based on individual usage.	2.5. Raz Kids software's data print outs.
7	2.6. Obtaining funds for professional development and resources.	2.6. Use of Mobi View, IPADS, and CPS Clickers as part of formative assessments with standards based grading.	2.6. Classroom Teachers.	2.6. Ongoing monitoring of formative assessments implementation and PLC collaborations with teachers.	2.6. District assessment, formative assessments, unit test, FCAT result and FAIR data
	2.7. Getting parents to be willing to attend school	2.7. PLC curriculum breakfast designed to provide	2.7. PLCs and School Administration.	2.7. Solicit parent feedback.	2.7. Surveys and anecdotal records.

8	activities	parents with relevent curriculum information and ways to assist with thier child's learning goals.			
9	2.8. Finding time within the school day and parental involvement.	2.8. Use of scholastic readers/leveled readers/decodable books to increase reading fluency.	2.8. Classroom Teachers.	2.8. Ongoing monitoring of formative assessments and self monitoring.	2.9. DRA and FAIR Results. Reading Counts points.
10	Time and funds to create lesson wtih more rigorous instruction and more opportunities for higher-level thinking skills.	Use of common core standards, along with Charlotte Danielson's Framework for Learning.	Administrators, Academic Coaches, Instruction Support TOAs,	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, PLC meetings, team planning, and coaching sessions
11	Scheduling time with in the school day for tier 2 and tier 3 reading interventions.	Classroom teachers will provide interventions for at least 30 minutes daily.	Classroom Teachers, Academic Coaches, Administration.	Ongoing monitoring of formative assessments, and PLC collaboration with teachers.	Assessments,formative assessments, unit tests, FCAT results and FAIR data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (3)	62% (2)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities and the general education teachers.	PLC meetings with academic coaches, team planning, professional development, LLC meetings.	Academic Coaches Administrator ESE Team General Education Teachers	PLC meeting notes, team planning notes,	District assessments and FCAT results
3	Difficulty of finding high-quality lessons for students with cognitives disabilities that also address varying complexitiy levels.	follow-up coaching provided by program specialists	administration ESE Team Gerneral Education Teacher Academic Coaches	PLC meeting notes, team planning notes coaching session notes	walk through, coaching sessions

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

3a. FCAT 2.0: Percentage of students making learning	

gains in reading. Reading Goal #3a:			Students making Learning Gains in reading will increase by 5%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
59%			64%		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	3.1. Obtaining adequate SAI funds for tutoring and small group interventions resources.	3.1. Implement tutoring and small group interventions for students with identified reading deficiencies.	3.1. Special Area Teacher (Intervention)	3.1. Ongoing monitoring of formative assessment and teacher observation by principal.	3.1. District Assessments,unit tests, FCAT results and FAIR data
3	3.2. Scheduling time within the school day for Tier 2 and Tier 3 reading interventions.	3.2. Select classroom teachers will works with identified students, based on reading deficiencies, during a suspended curriculum situation to provide prescriptive interventions two days per/week, in four week intervals.	3.2. Special Area Teacher (intervention)	3.2. Ongoing monitoring of formative assessment data, and PLC collaboration with classroom teachers.	3.2. District Assessments, formative assessments, unit tests, FCAT results and FAIR data
4	3.3. Time to dissagregate data on a consistent basis to determine appropriate differentiated instructional group placement.	3.3. Provide school based training on Pinnacle Gradebook and Insight reports	3.3. Academic Coaches, Classroom Teachers, Gradebook Manager	3.3. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	3.3. District Assessments,formative assessments, unit tests, FCAT results and FAIR data
5	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team.	Academic Coaches, ESE Team, Intervention Special Area Teacher, Administrators	FAIR assessments will be analyzed three times each year. FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments FCAT Explorer District Interim Assessments
6	Scheduling time with in the school day for tier 2 and tier 3 reading interventions.	Classroom teachers will provide interventions for at least 30 minutes daily.	Classroom Teachers, Academic Coaches, Administration.	Ongoing monitoring of formative assessments, and PLC collaboration with teachers.	Assessments,formative assessments, unit tests, FCAT results and FAIR data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	N/A

Reading Goal #3b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports grnerated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities and the general education teachers.	PLC meetings with academic coaches, team planning, professional development, LLC meetings.	Academic Coaches Administrator ESE Team General Education Teachers	PLC meeting notes, team planning notes	District Assessments, FCAT, FAA and FAIR Data
3	Difficulty of finding high-quality lessons for students with cognitives disabilities that also address varying complexitiy levels.	Follow-up coaching provided by program specialists	Administration ESE Team Gerneral Education Teacher Academic Coaches	PLC meeting notes, team planning notes, coaching session notes	walk through, coaching sessions

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:			Students in the lowest 25% making learning gains in reading will increase by 6%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
48%			54%		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	4.1. Time within the school day to allow students to use computers independently and on a consistent basis.	4.1. Independent use of Raz-Kids computer software reading program by primary students.	4.1. Classroom teachers	4.1. Ongoing monitoring of student progess within software program.	4.1. District and state assessments, and software program.
	4.2. Time to dissagregate data on a consistent	4.2. Use of leveled reading material as provided by	4.2. Classroom teachers	4.2. Ongoing monitoring of formative assessment	4.2. District Assessments,formative

3	basis to determine appropriate differentiated instructional group placement.	the district adopted MacMillan reading textbook.		implementation and PLC collaborations with teachers.	assessments, unit tests, FCAT results and FAIR data
4	4.3. Scheduling time within the school day for Tier 2 and Tier 3 reading interventions.	4.3. Select intervention teachers will work with identified students, based on reading deficiencies, during a suspended curriculum situation to provide prescriptive interventions two days per/week, in four week intervals.	4.3. Special Area Teacher (intervention)	4.3. Ongoing monitoring of formative assessment data, and PLC collaboration with classroom teachers.	4.3. District Assessments,formative assessments, unit tests, FCAT results and FAIR data
5	4.4 Allocating time within the instructional day for full use of thinking map materials.	4.4. Teachers use thinking maps to teach reading curriculum and build organizational skills.	4.4. Classroom teacher	4.4. Ongoing monitoring of formative assessment and teacher observation by principal.	4.4. District Assessments and FCAT result
6	4.6. Additional time and resources needed to provide intervention services.	4.6. Use of additional vocabulary building lessons.	4.6. ESE teachers, classroom teachers.	4.6. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	4.6. District Assessments,formative assessments, unit tests, FCAT results and FAIR data

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 2011-2012, 72% scored at level 3 or higher in reading. Target: Increase level 3 or higher rate 85% in 2016-2017 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	74	77	79	82	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-13, no fewer than 38% will score at level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic- 32% Black- 48% White- 33%	Hispanic- 31% Black- 59% White- 23%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

2	5a.1. Obtaining adequate SAI for tutoring and small group interventions resources.	5a.1. Implement tutoring and small group interventions for students with identified reading deficiencies.	5a.1. Select classroom teachers from grades K-5	5a.1. Ongoing monitoring of formative assessment and teacher observation by principal.	5a.1. District Assessments,unit tests, FCAT results and FAIR data
3	5a.2. Allocating time within the instructional day for full use of thinking map materials.	5a.2. Teachers use thinking maps to teaching reading curriculum and build organizational skills.	5a.2. Classroom teacher	5a.2. Ongoing monitoring of formative assessment and teacher observation by principal.	5a.2. District Assessments and FCAT result
4	5a.3. Time to dissagregate data on a consistent basis to determine appropriate differentiated instructional group placement.	5a.3. Use of leveled reading material as provided by the district adopted MacMillan reading textbook.	5a.3. Classroom teachers	5a.3. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	5a.3. District Assessments,formative assessments, unit tests, FCAT results and FAIR data
5	5a.4. Additional time and resources needed to provide intervention services.	5a.4. Use additional vocabulary building lessons.	5a.4. ESE teachers,ESOL teacher, and classroom teachers.	5a.4. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	5a.4. District Assessments,formative assessments, unit tests, FCAT results and FAIR data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-13, no fewer than 27% of our ELL students will score at level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%	49%

	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 consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	5b.1. Obtaining adequate SAI funds for tutoring and small group interventions resources	5b.1. Implement tutoring and small group interventions for students with identified reading deficiencies.	5b.1. Select intervention teacher	5b.1. Ongoing monitoring of formative assessment and teacher observation by principal	5b.1. District Assessments,unit tests, FCAT results and FAIR data
3	5b.2. One ELL teacher for 60 students in grades K-5	5b.2. ELL teacher will work with ELL students using adopted reading texts for extended daily periods in small groups.	5b.2. ELL teacher and school administrators	5b.2. ongoing monitoring of both formative and summative assessments by both classroom teacher and ELL teacher.	5b.2. District and state assessments,unit tests, FCAT results and FAIR data
4	5b.3. Allocating time within the instructional day for full use of thinking map materials.	5b.3. Teachers use thinking maps to teaching reading curriculum and build organizational skills.	5b.3. Classroom teacher	5b.3. Ongoing monitoring of formative assessment and teacher observation by principal	5b.3. District Assessments and FCAT results
	5b.4. Scheduling time within the school day for Tier 2	5b.4. Intervention teachers will work with identified	5b.4 Intervention teacher.	5b.4. Ongoing monitoring of formative assessment	5b.4. District Assessments,

5	and Tier 3 reading interventions.	students, based on reading deficiencies, during a suspended curriculum situation to provide prescriptive interventions two days per/week, in four week intervals.		data, and collaboration with classroom teachers.	formative assessments, unit tests, FCAT results and FAIR data
6	Lack of materials at home to complete assignments (or comprehension of instructions)	Parents to Kids Spanish Version	ELL teacher	Ongoing monitoring of homework completion	Analyzing standards via Gradebook

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-13, no fewer than 27% of our SWD students will score at level 3 or higher in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%	66%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	5c.1. Obtaining adequate SAI funds for tutoring and small group interventions resources	5c.1. Implement tutoring and small group interventions for students with identified reading deficiencies.	5c.1. Intervention teachers	5c.1. Ongoing monitoring of formative assessment and teacher observation by principal	5c.1. District Assessments,unit tests, FCAT results and FAIR data
3	5C.2. The majority of our Students with Disabilities are below grade level.	5C.2. Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWDs.	5C.2. Administrator	5C.2. Ongoing monitoring of formative assessments and teacher observation by Principal	5C.2. District Assessments and FCAT results
4	5c.3. Allocating time within the instructional day for full use of thinking map materials.	5c.3. Teachers use thinking maps to teach reading curriculum and build organizational skills.	5c.3. Classroom teacher	5c.3. Ongoing monitoring of formative assessment and teacher observation by principal	5c.3. District Assessments and FCAT results
5	5c.4. Time to dissagregate data on a consistent basis to determine appropriate differentiated instructional group placement.	5c.4. Use of leveled reading material as provided by the district adopted MacMillan reading textbook.	5c.4. Classroom teachers	5c.4. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	5c.4. District Assessments,formative assessments, unit tests, FCAT results and FAIR data
6	5c.5. Additional time and resources needed to provide intervention services.	5c.5. Use of additional vocabulary building lessons.	5c.5. ESE teachers, classroom teachers.	5c.5. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	5c.5. District Assessments,formative assessments, unit tests, FCAT results and FAIR data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	No fewer than 34% of Economically Disadvantaged students will score a level three or higher on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35%	34%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	5d.1. Obtaining adequate SAI funds for tutoring and small group interventions resources	5d.1. Implement tutoring and small group interventions for students with identified reading deficiencies.	5d.1. Intervention teachers	5d.1. Ongoing monitoring of formative assessment and teacher observation by administration.	5d.1. District Assessments,unit tests, FCAT results and FAIR data
3	5d.2. Challenges of working with students who come from low SES backgrounds.	5d.2. Primary and Intermediate teachers will hold a curriculum breakfast for parents at each grade level in order to empower parents to assist with the curriculum at home through homework.	5d.2. Primary and Intermediate classroom teachers and Administration	5d.2. Ongoing monitoring of formative assessment and teacher observation by administration.	5d.2. District Assessments and FCAT results
4	5d.3. Allocating time within the instructional day for full use of thinking map materials.	5d.3. Teachers use thinking maps to teach reading curriculum and build organizational skills.	5d.3. Classroom teacher	5d.3. Ongoing monitoring of formative assessment and teacher observation by administration.	5d.3. District Assessments and FCAT results
5	5d.4. Scheduling time within the school day for Tier 2 and Tier 3 reading interventions.	5d.4. Intervention teachers will work with identified students, based on reading deficiencies, during a suspended curriculum situation to provide prescriptive interventions four days per/week, in four - eight week intervals.	5d.4 Intervention teachers	5d.4. Ongoing monitoring of formative assessment data, and collaboration with classroom teachers.	5d.4. District Assessments,formative assessments, unit tests, FCAT results and FAIR 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
PLC teams on Formative Assessments and Standards Based Grading	Kindergarten through fifth grade	School Principal and Leadership Team	School Wide	weekly PLC data meetings	Weekly grade level collaborative planning meetings, weekly PLC data meetings	School Administrators
Implementation of a Diliberate Practice Plan	Kindergarten through fifth grade	School Administration	School Wide	One two hour meeting during an early release day	Weekly grade level collaborative planning meetings, weekly PLC	School Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
In school tutoring and intervention sessions four times per week	Intervention special area teacher will conduct intervention sessions with identified students four times per week during school.	School level funds and Title 1	$13,000.00
		Subtotal: $13,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Reading software application used by students at their instructional level	Raz Kidz Interactive Software	Internal Budget String Line	$1,438.00
		Subtotal: $1,438.00	
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
Extended planning time for PLC collabration.	Use extended planning time to review student data and develop plans and formative assessments to increase reading achievement.	Volusia Proficiency Model Grant	$2,000.00
		Subtotal: $2,000.00	
		Grand Total: $16,438.00	

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:	The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.
2012 Current Percent of Students Proficient in listening/speaking:	

63% (41)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by 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	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration.	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by administration.	CELLA, IPT, FCAT, District Assessments
4	Students are too shy to speak during class instruction.	ESOL Tutoring, small group, and 1 on 1 conversation	ELL teacher	Ongoing monitoring of formative assessments and teacher observations by administration.	CELLA,IPT, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in Reading on CELLA will increase by 2%.
2012 Current Percent of Students Proficient in reading:	
49% (32)	

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

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

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

2012 Current Percent of Students Proficient in writing:

65% (42)

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

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Students achieving proficiency (FCAT Level 3) in Mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35.81% (106)	38.81% (104)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	1.1. none	1.1. Create and act out number word problems using manipulatives.	1.1. Classroom teachers	1.1. Formative and summative assessments administered and reviewed.	1.1. Classroom formative and summative assessments
3	1.2. Input of student names and passwords by classroom teachers.	1.2. Implementation of Pearson's online math software component (Success Tracker) for use with individual students at their instructional levels.	1.2. Classroom teachers	1.2. Teachers can monitor and track student progress on this web-based software program.	1.2. Data printouts with student assessment information provided by the software packages.
4	1.3. Training and materials.	1.3. Use of Stuart Murphy Interactive Math Stories	1.3. Classroom teachers	1.3. Classroom teachers will monitor progress through the use of formative assessments.	1.3. Classroom formative and summative assessments.
5	1.4. Diverse range of student experiences and backgrounds.	1.4. Differentiated classroom instruction through the consistent and systematic use of math manipulatives and math power stations.	1.4. Classroom teacher	1.4. Classroom teachers will monitor progress through the use of formative assessments.	1.4. Classroom, District and State Summative assessments
6	1.5. Training	1.5. Kindergarten and 1st grade classrooms will teach Touch Math strategies to students for solving simple computations.	1.5. Kindergarten and 1st grade classroom teachers	1.5. Kindergarten and 1st grade Classroom teachers will monitor progress through the use of formative assessments.	1.5. Classroom formative and summative assessments.
7	1.6. Purchase of materials	1.6. Intermediate grade level teachers will use Daily Math Review and Mountain Math to review and instruct students on the required math curriculum.	1.6. Classroom teachers	1.6. Classroom teachers will monitor progress through the use of formative assessments.	1.6. Classroom formative and summative assessments.

8	1.7. Time for consistent collaboration amongst grade level teachers on a weekly basis.	1.7. Use of common formative assessments to drive classroom instruction as part of the schools plan to align curriculum with formative assessments and standards based grading.	1.7. School administrators and classroom teachers	1.7. PLC groups meet weekly and bi weekly with school adminstrators to plan, discuss, and disaggregate data as part of the common formative assessment and standards based grading process.	1.7. Classroom, District and State Summative assessments.
9	1.8. Materials and Training	1.8. Application of Versitiles to applicable mathematics instruction	1.8. Classroom teachers	1.8. Classroom teachers will monitor progress through the use of formative assessments.	1.8. Classroom formative and summative assessments.
10	1.9. Materials and time within the existing school day.	1.9. Consistent use of interactive student notebooks in intermediate grade level classrooms by students.	1.9. Intermediate classroom teachers	1.9. Intermediate classroom teachers will monitor progress through the use of formative assessments.	1.9. Classroom formative and summative assessments.
11	1.12. Obtaining funds for materials, obtaining parental involvement, professional development.	1.12. Each member of the Science and Robotics Club will design a science project board and build a robot using a computer program which incorporates mathematics and engineering.	1.12. Science and Robotics Club Sponsor	1.12. Ongoing formative assessment, self monitoring and obsevation by the club sponsor.	1.12. District assessments and FCAT results.
12	1.10. Getting parents to be willing to attend school activities.	1.10. Each grade level PLC develops and implements a curriculum breakfast designed to provide parents with relevent curriculum information and ways to assist with their child's learning goals.	1.10. Grade Level PLC and school administration	1.10. Solicit parent feedback.	1.10. Surveys and anecdotal records.
13	1.11. Obtaining funds for professional development and resources.	1.11. Use of Mobi, CPS clickers, and IPADS as part of formative assessments with standards based grading.	1.11. Classroom teachers.	1.11. Ongoing monitoring of formitive assessment implementations and PLC collaboration with teachers.	1.11. District assessments, formative assessments, unit tests, FCAT results, and FAIR data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Students acheiving proficient on the FAA will remain consistant.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5)	100% (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
	Not all instruction has been consistently aligned	Implement NGSSS and CCS crosswalk and	Academic Coaches, General Education	Reports generated by Pinnacle Grading System	District Assessments,

| | 1 | between NGSSS and CCS. | standards references grading in all core content areas. | Teachers, ESE Team, Administration | | FCAT, FAA and FAIR Data |

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24.32% (72)	26.32% (71)

		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 consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2		2.1. Time to plan enrichment activities within an existing school day.	2.1. Create enrichment and depth of knowledge activities and lessons for advanced students using the Step It up section of the adopted Pearson Publisher's math textbook.	2.1. Classroom teacher	2.1. Provide formative feedback on lessons that extend the curriculum.	2.1. Classroom formative and summative assessments.
3		2.5. Obtaining funds for materials, obtaining parental involvement, professional development	2.5. Each member of the Science and Robotics Club will design a science project board and build a robot using a computer program which incorporates mathematics and engineering.	2.5. Science and Robotics Club Sponsor	2.5. Ongoing formative assessment, self monitoring and observation by the club sponsor.	2.5. District assessments and FCAT results.
4		2.2. Funds to purchase site licenses and time to use software.	2.2. Use Brain Pop Software as enrichment to allow students to work at the individual independent level on math content.	2.2. Classroom teachers.	2.2 Teachers monitoring student progress.	2.2. Formative and anecdotal
5		2.4. Obtaining funds for professional development and resources.	2.4. Use of Mobi, IPADS, and CPS clickers as part of formative assessment as part of standards based grading.	2.4. Classroom teachers.	2.4. Ongoing monitoring of formative assessment implementation and PLC collaboration with teachers.	2.4. District assessments, formative assessment, unit tests, FCAT results and FAIR data.
6		2.3. Getting parents to be willing to attend school activities.	2.3. Each grade level PLC develops and implements a curriculum breakfast designed to provide parents with relevent curriculum information and ways to assist with their child's learning goals.	2.3. Grade level PLC and school administration.	2.3. Solicit parent feedback.	Surveys and anecdotial records.

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

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

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making Learning Gains in mathematics will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59%	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 instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	3.1. Finding time within the school day for tutoring and intervention groups.	3.1. Have Intervention teachers provide remediation sessions for four 45 minute sessions per week during school hours.	3.1. Intervention teachers.	3.1. Ongoing progress monitoring of skills and concepts for which students were tutored or receive intervention lessons.	3.1. Classroom formative and summative assessments as well as district assessments.
3	3.2 Providing training and materials for K-2 teachers	3.2 Attempt to expand the use and implementation of Touch Math by K-2 teachers.	3.2 Classroom teachers and school administration.	3.2 Formative and summative classroom assessments.	3.2. Class formative and summative 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:

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports grnerated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in mathematics will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	56%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	4.1. Finding time within the school day for tutoring and intervention groups.	4.1. Have Intervention teachers tutor and provide intervention sessions for four 45 minute session per week during school hours.	4.1. Intervention teachers.	4.1. Ongoing progress monitoring of skills and concepts for which students were tutored or receive intervention lessons.	4.1. Classroom formative and summative assessments as well as district assessments.
3	4.2. Providing training and materials for K-2 teachers	4.2. Attempt to expand the use and implementation of Touch Math by K-2 teachers.	4.2. Classroom teachers and school administration.	4.2. Formative and summative classroom assessments.	4.2. Class formative and summative assessments.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :	In 2010-2011, 54% scored at level 3 or higher in math. Target: Increase level 3 and higher rate to 80% in 2016-2017

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	62	66	69	73	76	

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:	The number of students not making satisfactory progress in mathematics will decrease by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
White- 36% Black- 58% Hispanic- 42%	White- 33% Black- 67% Hispanic- 45%

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 consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	5.1. Finding time during the school day for tutoring and intervention groups.	5.1. Have intervention teachers provide remediation sessions for four 45 minute sessions per week during school hours.	5.1. Intervention teachers.	5.1. Ongoing progress monitoring of skills and concepts for which students were tutored or receive intervention lessons.	5.1. Classroom formative and summative assessments as well as district assessments.
3	5.2. Providing training and materials for K-2 teachers	5.2. Attempt to expand the use and implementation of Touch Math by K-2 teachers.	5.2. Classroom teachers and school administration.	5.2. Formative and summative classroom assessments.	5.2. Class formative and summative 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The number of students not making satisfactory progress in mathematics will decrease by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%	57%

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	5b.1. Finding time during the school day for tutoring and intervention groups.	5b.1. Have Intervention teachers tutor and provide remediation sessions for four 45 minute sessions per week during school hours.	5b.1. Intervention teachers.	5b.1. Ongoing progress monitoring of skills and concepts for which students were tutored or receive intervention lessons.	5b.1. Classroom formative and summative assessments as well as district assessments.
3	5b.2. Providing training and materials for K-2 teachers	5b.2. Attempt to expand the use and implementation of Touch Math by K-2 teachers.	5b.2. Classroom teachers and school administration.	5b.2. Formative and summative classroom assessments.	5b.2. Class formative and summative 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The number of students not making satisfactory progress in mathematics will decrease by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%	72%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	5c.1. Finding time during the school day for tutoring and intervention groups.	5c.1. Have Intervention teachers tutor and provide intervention sessions for four 45 minute sessions per week during school hours.	5c.1. Intervention teachers.	5c.1. Ongoing progress monitoring of skills and concepts for which students were tutored or receive intervention lessons.	5c.1. Classroom formative and summative assessments as well as district assessments.
3	5c.2. Providing training and materials for K-2 teachers	5c.2. Attempt to expand the use and implementation of Touch Math by K-2 teachers.	5c.2. Classroom teachers and school administration.	5c.2. Formative and summative classroom assessments.	5c.2. Class formative and summative 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	No fewer than 44% of Economically Disadvantaged students will score a level 3 or higher on the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	40%	44%		

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	5d.1. Finding time during the school day for tutoring and intervention groups.	5d.1. Have Intervention teachers tutor and provide remediation sessions for four 45 minute sessions per week during school hours.	5d.1. Intervention teachers.	5d.1. Ongoing progress monitoring of skills and concepts for which students were tutored or receive intervention lessons.	5d.1. Classroom formative and summative assessments as well as district assessments.
3	5d.2. Providing training and materials for K-2 teachers	5d.2. Attempt to expand the use and implementation of Touch Math by K-2 teachers.	5d.2. Classroom teachers and school administration.	5d.2. Formative and summative classroom assessments.	5d.2. Class formative and summative assessments.

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Standards Referenced Grading	K-5	Academic coaches	K-5 General Education teachers, ESE Team, ESOL Team, Administration	Preplanning, Early Release Wednesdays, Weekly PLC Meeting	Reports Generated from Pinnacle Grading System, PLC meeting notes	Administration, grade book manager, academic coaches
Common Core Instruction	K-5	Academic Coaches	K-5 General Education teachers, ESE Team, ESOL Team, Administration	Preplanning, Early Release Wednesdays, Weekly PLC Meeting	Reports Generated from Pinnacle Grading System, PLC meeting notes	Administration, grade book manager, academic coaches

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
Use of Brain Pop software for student enrichment in mathematics	Brain Pop Software site license for schoolwide usage.	Internal School Funds	$795.00
			Subtotal: $795.00
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
Extended planning time for PLC collaboration.	Use extended planning time to review student data and develop plans and formative assessments to increase reading achievement.	Volusia Proficiency Model Grant	$2,000.00
Math Attack Program	Incentives for students who solve the Math Attack Math Problems	Incentive Funds Internal Accounts	$300.00
			Subtotal: $2,300.00
			Grand Total: $3,095.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students achieving proficiency (FCAT Level 3) in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37.25% (38)	39.25% (35)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistanly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	1.1. Training and pedogogical understanding of benefits by teachers.	1.1. Intermediate grade teachers will investigate and practice using interactive science notebooks with students in order to build deeper concept mastery.	1.1. Intermediate classroom teachers	1.1 PLC teacher collaboration, team planning and data disaggregation.	1.1. Classroom formative and summative assessments as well as district assessments.
3	1.2. Time, training and pedogogical understanding of benefits by teachers.	1.2. Teachers will plan and implement "hands on" inquiry based science lessons a minimum of once every two weeks.	1.2. Classroom teachers and school administrators.	1.2. PLC teacher collaboration, team planning and data disaggregation.	1.2. Classroom formative and summative assessments as well as district assessments.
4	1.3 Time, training and pedogogical understanding of benefits by teachers.	1.3. Each class will develop and present a class modeled science experiment during the school's science fair.	1.3. Classroom teachers and school administrators	1.3. PLC teacher collaboration, team planning and data disaggregation.	1.3. Classroom formative and summative assessments as well as district

				assessments.
5	1.4. Teachers volunteering time for an evening event and parent participation.	1.4. School Science Night where students work on a variety of curriculum related science activity stations to broaden their depth of knowledge.	1.4. Classroom teachers and school adminstration.	1.4. Anecdotal monitoring of stations and student feedback.	1.4. Anecdotal and student surveys.
6	1.5. Funds for professional development resources	1.5. Utilize funds to implement systems for formative assessment and standards based grading.	1.5. School principal and literacy leadership team.	1.5. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	1.5. Teachers implementing effective strategies in their classroom.
7	1.6. Getting parents to be willing to attend school activities	1.6. Primary and Intermediate PLC develops and implements a curriculum breakfast designed to provide parents with relevent curriculum information and ways to assist with their child's learning goals.	1.6. Primary and Intermediate PLC and school administration.	1.6. Solicit parent feedback	1.6. Surveys and anecdotal records.
8	1.7. Obtaining funds for professional development and resources.	1.7. Use of Mobi, IPADS, and CPS Clickers as part of formative assessments with standards based grading.	1.7. Classroom teachers.	1.7. Ongoing monitioring of formative assessment implementations and PLC collaborations with teachers.	1.7 District assessments, formative assessments, unit tests, FCAT results, and FAIR data.
9	1.8. Obtaining funds for materials, obtaining parental involvement, professional development	1.8. Each member of the Science and Robotics Club will design a science project board and build a robot using a computer program which incorporates mathematics and engineering.	1.8. Science and Robotics Club Sponsor	1.8. Ongoing formative assessment, self monitoring and observation by the club sponsor.	1.8. District Assessments and FCAT Results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in Science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	52% (1)
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core	Academic Coaches, General Education Teachers, ESE	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data

	content areas.		Team, Administration		

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in science will increase by 2% in grade 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%/ 23	25% /26

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 consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR Data
2	2.1. Training and pedogogical understanding of benefits by teachers.	2.1. Intermediate grade teachers will investigate and practice using interactive science notebooks with students in order to build deeper concept mastery.	2.1. Classroom teachers	2.1 PLC teacher collaboration, team planning and data disaggregation.	2.1. Classroom formative and summative assessments as well as district assessments.
3	2.2. Time, training and pedogogical understanding of benefits by teachers.	2.2. Teachers will plan and implement "hands on" inquiry based science lessons a minimum of once every two weeks.	2.2. Classroom teachers and school administrators.	2.2. PLC teacher collaboration, team planning and data disaggregation.	2.2. Classroom formative and summative assessments as well as district assessments.
4	2.3. Time, training and pedogogical understanding of benefits by teachers.	2.3. Each class will develop and present a class modeled science experiment during the school's science fair.	2.3. Classroom teachers and school administrators	2.3. PLC teacher collaboration, team planning and data disaggregation.	2.3. Classroom formative and summative assessments as well as district assessments.
5	2.4. Teachers volunteering time for an evening event and parent participation.	2.4. School Science Night where students work on a variety of curriculum related science activity stations to broaden their depth of knowledge.	2.4. Classroom teachers and school adminstration.	2.4. Anecdotal monitoring of stations and student feedback.	2.4. Anecdotal and student surveys.
6	2.5. Funds for professional development resources	2.5. Utilize funds to implement systems for formative assessment and standards based grading.	2.5. School principal and literacy leadership team.	2.5. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	2.5. Teachers implementing effective strategies in their classroom.
	2.6. Getting parents to be willing to attend school	2.6. Primary and Intermediate PLC	2.6. Primary and Intermediate PLC	2.6. Solicit parent feedback.	2.6. Surveys and ancedotal

7	activities.	develops and implements a curriculum breakfast designed to provide parents with relevent curriculum information and ways to assist with their child's learning goals.	and school administration		records.
8	2.7. Obtaining funds for professional development and resources.	2.7. Use of Mobi, IPADS, and CPS Clickers as part of formative assessments as part of standards based grading.	2.7. Classroom teachers.	2.7. Ongoing formative assessment implementation and PLC collaborations with teachers.	2.7. District assessment, formative assessments, unit tests, FCAT results, and FAIR data.
9	2.8. Obtaining funds for materials, obtaining parental involvement, professional development.	2.8. Each member of the Science and Robotics Club will design a science project board and build a robot using a computer program which incorporates mathematics and engineering.	2.8. Science and Robtoics Club Sponsor	2.8. Ongoing formative assessment, self monitoring and obsevation by the club sponsor.	2.8. District Assessments and FCAT Results.

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Students scoring at or Levels 7 or higher on FAA in Science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (1)	52% (1)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistantly aligned between NGSSS and CCS.	Implement NGSSS and CCS crosswalk and standards references grading in all core content areas.	Academic Coaches, General Education Teachers, ESE Team, Administration	Reports generated by Pinnacle Grading System	District Assessments, FCAT, FAA and FAIR 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
Common Core Instruction	K-5	Academic Coaches	K-5 General Education teachers, ESE Team, ESOL Team, Administration	Preplanning, Early Release Wednesdays, Weekly PLC Meeting	Reports Generated from Pinnacle Grading System, PLC meeting notes	Administration, grade book manager, academic coaches
Standards Referenced Grading	K-5	Academic coaches	K-5 General Education teachers, ESE Team, ESOL Team, Administration	Preplanning, Early Release Wednesdays, Weekly PLC Meeting	Reports Generated from Pinnacle Grading System, PLC meeting notes	Administration, grade book manager, academic coaches

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
As part of the STEM program each of the Science and Robotics club will design a science project board and build a robot using a computer program which incorporates mathematics and engineering.	Purchase robot kit software and registration fee for the First Lego League Challenge.	Extended Day Budget	$800.00
As part of STEM program each member of the Rocketry Club will design and build a rocket.	To purchase materials to build rockets	Extended Day Budget	$250.00
		Subtotal: $1,050.00	
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
Encourage weekly hands-on and inquiry based science experiments in K-5 classrooms.	Consumable materials purchased for class level science experiments.	District Science Office	$395.66
		Subtotal: $395.66	
		Grand Total: $1,445.66	

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:	The percentage of students in 4th grade scoring a level 4 or higher will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

82%		84% (96)		

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Finding time within the school day for continuous, dedicated, writing lessons.	1.1. Use of Kathy Robinson writing materials to supplement classroom instruction on a regular basis.	1.1. Classroom teachers and school administrators.	1.1. Teachers will collaborate and utilize district rubrics to assess writing samples by students.	1.1. District writing rubrics and supplemental materials from Kathy Robinson.
2	1.2. Time and funds to train grade levels other than fourth grade teachers.	1.2. Use of Melissa Forney writing materials to supplement classroom instruction on a regular basis.	1.2. Classroom teachers and school administrators.	1.2. Teachers will collaborate and utilize district rubrics to assess writing samples by students.	1.2. District writing rubrics and supplemental materials from Melissa Forney.
3	1.3. Funds for professional development resources.	1.3. Utilize funds to implement systems for formative assessment and standards based grading.	1.3. School principal and literacy leadership team.	1.3. Ongoing monitoring of formative assessment implementation and PLC collaborations with teachers.	1.3. Teachers implementing effective strategies in their classroom.
4	1.4. Getting parents to be willing to attend school activities.	1.4. Each grade level PLC develops and implements a curriculum breakfast designed to provide parents with relevent curriculum information and ways to assist with their child's learning goals.	1.4. Grade level PLC and school administration.	1.4. Solicit parent feedback.	1.4. Surveys and anecdotal records.
5	1.5. Obtaining funds for professional development and resources.	1.5. Use of Mobi, IPADS, and CPS clickers as part of formative assessments with standards based grading.	1.5. Classroom teachers.	1.5. Ongoing monitoring of formative assessment implementations and PLC collaborations with teachers.	1.5. District assessment, formative assessments, unit tests, FCAT results, and FAIR data.
6	1.6. Finding time within the school day.	1.6. Use of Writing Fix computer program to supplement classroom instruction on a regular basis.	1.6. Select Classroom Teachers.	1.6. Teachers will collaborate and utilize district rubrics to assess samples by the students.	1.6. District writing assessments and FCAT results.

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The percentage of students in 4th grade scoring a level 4 or higher will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100% (1)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	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
Standards Referenced Grading	K-5	Academic coaches	K-5 General Education teachers, ESE Team, ESOL Team, Administration	Preplanning, Early Release Wednesdays, Weekly PLC Meeting	Reports Generated from Pinnacle Grading System, PLC meeting notes	Administration, grade book manager, academic coaches
PLanning and implementation of writing strategies	fourth grade	district writing spectialist, school administration	fourth grade PLC	Weekly grade level collaboration planning meetings, weekly PLC meetings.	Weekly grade collaoration planning meetings, weekly PLC meetings, observations and conferences with school administration	school administration
Common Core Instruction	K-5	Academic Coaches	K-5 General Education teachers, ESE Team, ESOL Team, Administration	Preplanning, Early Release Wednesdays, Weekly PLC Meeting	Reports Generated from Pinnacle Grading System, PLC meeting notes	Administration, grade book manager, academic coaches

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To plan and implement writing strategies.	four substitute teachers for a one day training	District funds	$400.00
			Subtotal: $400.00
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: $400.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The number of students with excessive absences and tardies will decrease by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Current Attendance Rate 94.6%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
202 Students	180 Students
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
143 Students	129 Students

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Apathy by many parents of poverty regarding the importance of education.	Increase the use of the PST process for attendance as soon as parents make students miss more than five school days.	School Principal, School Social Worker, Classroom Teacher and Attendance Clerk.	PLC meeting discussion of current attendance rates in classrooms.	Data reports tracking absences and tardies.
	Parental engagement in their child's education.	Continued communication and awareness information sent home regarding the importance of being	School Principal, School Social Worker, Classroom Teacher and	PLC meeting discussion of current attendance rates in classrooms on a regular basis.	Data reports tracking absences and tardies.

| | 2 | in school through the use of school newsletter, parent conferences, automated telephone messages home. | Attendance Clerk. | | | |

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:	The number of in school and out of school suspensions will decrease by 10%.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
25	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
93	84
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
48	40

	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	There are Exceptional Education Students with significant diagnosed mental health issues and few community resources to assist.	Try to limit out of school suspensions to incidents that affect the safety of students on campus and or the student in question, and in these cases the suspension will be coupled with a discussion of available mental health resources.	School Principal, school guidance counselor.	Review individual student Behavior Improvement Plans following student suspensions.	Available suspension data.
2	Access to a behavior specialist, school psychologist, school social worker,and staffing specialist on weekly and even bi weekly basis.	Implement RTI behavior process as part of school wide problem solving team to identify and assist students with behavior issues.	School Principal, guidance counselor and behavior specialist.	Review student behaviors and develop plans to address such behaviors as part of the PST process.	Available school discipline and school suspension 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

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.*	Based on the preponderance of sign in sheets and data for school events, the expected level of parent involvement will increase by 5%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
75%	80%

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	1.1. Getting parents to be willing to access resources.	1.1. Provide materials and training for assisting students with curriculum for each grade level. These	1.1. Classroom teacher, school administrators	1.1. Solicit parent feedback and check out materials logs.	1.1. Surveys and check out logs.

		materials are available in the school's parenting center.			
2	1.2 Getting parents to be willing to attend school activities.	1.2 Primary and Intermediate PLC develops and implements a curriculum breakfast designed to provide parents with relevent curriculum information and ways to assist with their child's learning goals.	1.2 Primary and Intermediate PLC and school administration	1.2. Solicit parent feedback.	Surveys and anecdotal records
3	Getting parental imput on school title one compact.	Include parents in the development and implementation of the school's Title I compact.	SAC Committee	Solicit Parent feedback	SAC meeting notes
4	Getting all parents to attend informational meeting about title one, grading changes and CCS changes.	Convene an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend to inform parents of their school's participation in Title I and to explain the requirements of Title I and the right of parents to be involved. Also share information on new grading policies and CCS implentation.	Administration, PTA	Solicit parent feedback	PTA and open house sign in sheets and 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
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
Parent Liason	Part time employee in charge of parent resource center, volunteer program and business partner program.	Title one	$3,328.00
			Subtotal: $3,328.00
			Grand Total: $3,328.00

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 FCAT Science Scores.

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 funds and time.	Create 2 clubs focused on STEM project.	Club Sponsors	Robotics-successful entry in the Lego Competion. Rocketry-a successfully built rocket that takes flight	FCAT science.

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

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

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

STEM Budget:

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

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

Technology

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

Professional Development

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

Other

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

End of STEM Goal(s)

Additional Goal(s)

Implement Standards Based Grading Goal:

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
Standards based grading	all grade levels and subjects	administration and academic coaches	classroom teachers	weekly PLC meetings	Grade level planning meetings	Adminsitration

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 Implement Standards Based Grading Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	In school tutoring and intervention sessions four times per week	Intervention special area teacher will conduct intervention sessions with identified students four times per week during school.	School level funds and Title 1	$13,000.00
Science	As part of the STEM program each member of the Science and Robotics club will design a science project board and build a robot using a computer program which incorporates mathematics and engineering.	Purchase robot kit software and registration fee for the First Lego League Challenge.	Extended Day Budget	$800.00
Science	As part of STEM program each member of the Rocketry Club will design and build a rocket.	To purchase materials to build rockets	Extended Day Budget	$250.00
Writing	To plan and implement writing strategies.	four substitute teachers for a one day training	District funds	$400.00
				Subtotal: $14,450.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading software application used by students at their instructional level	Raz Kidz Interactive Software	Internal Budget String Line	$1,438.00
Mathematics	Use of Brain Pop software for student enrichment in mathematics	Brain Pop Software site license for schoolwide usage.	Internal School Funds	$795.00
Science	No Data	No Data	No Data	$0.00
Writing	No Data	No Data	No data	$0.00
				Subtotal: $2,233.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	No data	No data	No data	$0.00
Mathematics	No data	No data	No data	$0.00
Science	No Data	No Data	No Data	$0.00
Writing	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended planning time for PLC collabration.	Use extended planning time to review student data and develop plans and formative assessments to increase reading achievement.	Volusia Proficiency Model Grant	$2,000.00
Mathematics	Extended planning time for PLC collabration.	Use extended planning time to review student data and develop plans and formative assessments to increase reading achievement.	Volusia Proficiency Model Grant	$2,000.00
Mathematics	Math Attack Program	Incentives for students who solve the Math Attack Math Problems	Incentive Funds Internal Accounts	$300.00

Science	Encourage weekly hands-on and inquiry based science experiments in K-5 classrooms.	Consumable materials purchased for class level science experiments.	District Science Office	$395.66
Writing	No Data	No Data	No Data	$0.00
Parent Involvement	Parent Liason	Part time employee in charge of parent resource center, volunteer program and business partner program.	Title one	$3,328.00
			Subtotal: $8,023.66	
			Grand Total: $24,706.66	

Differentiated Accountability

School-level Differentiated Accountability Compliance

| ȷⁿ Priority | ȷⁿ Focus | ȷⁿ Prevent | ȷⁿ NA |

Are you a reward school: ȷⁿ Yes ȷⁿ No

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

No Attachment (Uploaded on 9/24/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

Meeting Dates:
Tuesday, August 28, 2012

Tuesday, September 11, 2012

Tuesday, October 9, 2012

Tuesday, November 13, 2012

Tuesday, December 11, 20012

Tuesday, January 8, 2013

Tuesday, February 12, 2013

Tuesday, March 12, 2013

Tuesday, April 9, 2013

Tuesday, May 14, 2013
Osteen Elementary School
School Advisory Council Meeting Agenda
August 28, 2012 2:30 PM Media Center
Agenda
1. Pledge
2. Welcome From Miss Aronson
3. Review/Accept Previous Minutes
4. New member appointment
a. Secretary
5. Collaborative and Shared Decision Making Process
a. 5 star requirement
6. This Year's SAC Meeting Schedule
7. Child care
8. SAC Budget Review
9. Title one update
a. Review and approve Title 1 compact
10. School Wide Initiatives
11. Safety Update
12. Calendar Items

Osteen Elementary School
School Advisory Council Meeting Agenda
September 11, 2012 2:30 PM Media Center
Agenda
1. Pledge
2. Welcome
a. Secretary –to take our minutes
3. Review/Accept Previous Minutes
4. Membership Additions and Deletions
5. Title I Compact with Corrections and Final Approval
6. Information Regarding the Proposed 1 mill. Increase on the November Election Ballot
7. Staffing Changes and Personnel Changes
8. SAC Budget Review
9. Title I Budget Review
10. 2011-2012 Accountability Data Review by Mrs. Raimundo
11. School Improvement Plan review, discussion an input from SAC regarding first draft of the plan
12. Calendar Items

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
OSTEEN ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	80%	79%	71%	315	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	68%	53%			121	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)	54% (YES)			113	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					549	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District
OSTEEN ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	76%	77%	63%	298	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	64%	59%			123	3 ways to make gains: • Improve FCAT Levels • Maintain Level 3, 4, or 5 • Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	54% (YES)			112	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					533	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested