FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DELTONA MIDDLE SCHOOL

District Name: Volusia

Principal: James K Bambrick

SAC Chair: Sherry Rottenberger

Superintendent: Dr. Margaret A. Smith

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

Last Modified on: 10/18/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	James K. Bambrick	BS Education M Ed. School Counseling EDS Educational Leadership School Principal Certificate Guidance and Counseling Certificate	6	20	2012 - C School, (52% R/45% M; 65% R/57% M; 57% R/54% M)** 2011 - B School, AYP 69% (66% R/61% M; 61% R/65% M; 66% R/65% M) 2010 – B School, AYP 85% (70%R/66%M; 63%R/67%M; 59%R/66%M) 2009 – B School, AYP 64% (65% R/60% M; 64% R/65% M; 66% R/60% M) * 2008 – A School, AYP 79% (68% R/63% M; 62% R/63% M; 61% R/61% M) * 2007 – B School, AYP 87% (68% R/63% M; 58% R/ 65% M; 62% R/62% M) * 2006-B School, AYP 92% (77% R/77% M; 59%R/72%M; 60%R/ N/A %M) **(%Proficient Reading/Math; %Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2006, I was a highly qualified administrator who continually improved my leadership skills through ongoing

					professional development. I strove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.
Assis Principal	Gianna Acevedo-Alamo	BS Education M Ed. Educational Leadership Educational Leadership Certificate Elementary Ed. Certificate ESOL K-12 Certificate	1	1	2012 - C School,(52% R/45% M; 65% R/57% M; 57% R/54% M)* *(%Proficient Reading/Math; %Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)
Assis Principal	Michael Leader	BS Education M Ed Educational Leadership Elementary Ed Certificate SED Certificate Middle Grades Endorsement Educational Leadership Certificate	9	9	2012 - C School, (52% R/45% M; 65% R/57% M; 57% R/54% M)** 2011 - B School, AYP 69% (66% R/61% M; 61% R/65% M; 66% R/65% M) 2010 – B School, AYP 85% (70%R/66%M; 63%R/67%M; 59%R/66%M) 2009 – B School, AYP 64% (65% R/60% M; 64% R/65% M; 66% R/60% M) * 2008 – A School, AYP 79% (68% R/63% M; 62% R/63% M; 61% R/61% M) * 2007 – B School, AYP 87% (68% R/63% M; 58% R/ 65% M; 62% R/62% M) * 2006-A School. AYP 85%, (68% R/66%M; 66%R/67%M; 70%R/N/A %M) **(%Proficient Reading/Math; %Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math) Prior to 2006, I was a highly qualified administrator who continually improved my leadership skills through ongoing professional development. I strove to provide quality leadership and support to my faculty and staff as we worked toward increasing student achievement.
Assis Principal	Jason Dominguez	BS Special Education MS Special Education EDS Educational Leadership VE K-12 Certificate Educational Leadership Certificate	5	5	2012 - C School, (52% R/45% M; 65% R/57% M; 57% R/54% M)** 2011 - B School, AYP 69% (66% R/61% M; 61% R/65% M; 66% R/65% M) 2010 – B School, AYP 85%2010 – B School, AYP 82% (70%R/66%M; 63%R/67%M; 59%R/66%M) 2009 – B School, AYP 64% (65% R/60% M; 64% R/65% M; 66% R/60% M) * **(%Proficient Reading/Math; %Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/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	Nancy McLane	BS Psychology M ED Student Personnel Services Certifications: Reading, ESE, ESOL	8	3	2012 - C School, 52% R/45% M; 65% R/57% M; 57% R/54% M)* 2011 - B School, AYP 69% (66% R/61% M; 61% R/65% M; 66% R/65% M) *(%Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

		Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

1	1. Leadership Opportunities	James Bambrick	June 1, 2013	
2	2. Professional Development	Michael Leader	June 30, 2013	
3	3. PLC Activities	James Bambrick	June 30, 2013	
4	4. Celebrations/Teacher Recognition	Administration	Monthly to end June 30, 2013	
5	5. Network w/ Community & Business Partners	Jason Dominguez	June 30, 2013	
6	6. Promotion of School (Brochures, Advertisement)	Mildred Goode and Adminstration	June 30, 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2.86%(2)	Provide support and strategies to improve effectiveness in teaching practices. Encourage completion of ESOL endorsement.

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
70	0.0%(0)	21.4%(15)	41.4%(29)	35.7%(25)	47.1%(33)	97.1%(68)	18.6%(13)	0.0%(0)	22.9%(16)

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
No new teachers this year.	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Programs supported by Title I at DELTONA MIDDLE SCHOOL include:
*Part-time teacher for AVID program
*Supplemental materials and supplies for AVID program
*Parent/student center on Tuesdays and Thursdays from 4:00-7:00 PM.

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 progress monitor the ELL students to identify specific needs that target interventions and enrichments to ensure the appropriate pathway toward graduation.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:
• Peer Mediation program
• Crisis training program
• Suicide prevention program
• Bully-Proofing Program

Nutrition Programs

DELTONA MIDDLE SCHOOL offers a variety of nutrition programs including:
• Health Curriculum via P.E.
• Open Gym
• Free and Reduced Meal Plan

• Wellness Policy School Plan

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Deltona Middle School offers the following Career and Technical Education classes:
Agriculture, Computers, Business, Technology

Job Training

DELTONA MIDDLE SCHOOL offers students career awareness opportunities through an organized career day, guest speakers from business and industry, and field trips to business and industry locations.

Our school offers students career awareness opportunities through Career and Technical Education in the Agriculture, Business, and Technology career clusters. Students are also offered the opportunity to develop leadership skills through Career and Technical Student Organizations such as FFA and FFEA.

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Administrators, PST Chair, School Psychologist, Grade Chairs, Teachers, Reading Coach.

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

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

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

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

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

Principal: Provides a common vision for the use of data-baed decision-making by promoting the Volusia Proficiency Model and Common Core State Standards. Ensures that educators are implementing the district's Progress Monitoring Plan accessible through the K-12 curriculum link of the webpage of the VCS Problem Solving/RiI model (i.e., Problem Identification, Analyis of Problem, Intervention Implementation and Response to Intervetion) for those students who do not respond effectively to core instruciton. 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. Ensures adequate professional development is scheduled for faculty. School Psychologis will provide/facilitate training on skill building and understanding of the components of PS/RtI. Supports 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. Ensures 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: 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 support facilitation. Encompasses Problem Solving/RtI practices when addressing the needs of ESE students with a focus on potential

reintegration into General Education based on data.

Reading Coach/Math Chair/Language Arts Chair: Develop, lead, and evaluate school core standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early interventing services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development in integrating common core literacy standards; and provide support for assessment and implementation monitoring.

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

The school based LLT 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. Data is considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams and Professional Learning Communities). The LLT functions as a natural extension of the school's Problem Solving Team. 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 LLT leadership team meets regularly throughout the school year in order to address the needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

Magical Media Family Night
Analysis of FAIR data
Word Root of the Week school-wide
Subject Area Fairs

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/25/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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

*High Schools Only

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

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

N/A

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

N/A

Postsecondary Transition

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

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 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (291)	29%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough time for collaboration - many teachers do not have common planning in their subject areas	Professional Learning Communities will develop a schedule for regular meetings	Lead teachers Administration	Minutes of PLC meetings Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results, EOC results for Algebra
2	Opportunities to train new teachers, funding for follow-up coaching	Ensure that all teachers receive professional development related to effective instructional strategies to promote high student engagement; receive follow-up support and coaching	Reading Coach Administrator Teachers PLC Chairs	Ongoing monitoring of formative and summative assessment data. Teacher observation by Reading Coach, and VSET observations and conferences by Administrator Modeling of lessons by Reading Coach Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	Limited amount of time in intervention	Daily designated RTI period designed to provide intervention and differentiated instruction based on student needs	Instructional Staff and Reading Coach	Ongoing monitoring of Common Assessments, and Instructional strategies	Common Assessments, FCAT, and FAIR Results
	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by	Identified students through FAIR tests will receive additional reading instruction using scientifically research	Reading Coach Professional Learning Communities/Teachers	Ongoing monitoring of reading formative and summative assessment data.	Reading assessment data, FAIR data, FCAT results

4	multiple barriers are moderate to high risk	based reading strategies	Administration	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	
5	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Reading Coach Administrative staff Language Arts PLC Chair	Ongoing monitoring through VSET observations Teacher records of reflections on literacy strategy use	FAIR data FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Students scoring at or Levels 4,5,and 6 on FAA in reading wi increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37%(11)	38%

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Not all instruction has been consistently aligned to the NGSSS access points</td><td>Implement Access courses in all core academic areas, as well as Standards-Referenced Grading</td><td>Administration ESE Team</td><td>Check usage and implementation, as well as student progress data using Unique Reports

Administrative observation tools</td><td>Classroom assessments Unique Reports FAA Scores</td></tr>
<tr><td>2</td><td>There is a need for more collaboration time amongst teachers of students with cognitive disabilities</td><td>Participation of Access course teachers in District's monthly Virtual PLC using webinar platform</td><td>Administration ESE Team</td><td>District follow-up survey

Check student progress data using Unique Reports</td><td>Unique Reports Survey</td></tr>
<tr><td>3</td><td>Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels</td><td>District training for teachers on the implementation of Unique Learning System for Access courses

Follow-up coaching provided by program specialists</td><td>Administration ESE teachers</td><td>Check usage and implementation, as well as student progress data using Unique Reports

Administrative observation tools</td><td>Unique Reports FAA Scores</td></tr>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Increase percentage of students scoring at or above level 4 by 1% in each grade level.

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	24% (250)		25%		

		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	Funding for materials Time Volunteers	Students will check out teacher-created enrichment skill materials which will include chapter books with differentiated activities based on the five areas of reading	Reading Coach and Administrators CRT Parents Volunteers	Teacher observation Student work Weekly reading assessments	Reading Unit Tests District Assessments FCAT results
2	Some teachers do not have commong planning time	Set regular meetings for Professional Learning Community	Reading Coach and Administrator	Review PLC Meeting Minutes	Formative and Common Assessments FCAT Results
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Reaching Coach PLC Chairs Teachers Administrators	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Limited time in intervention	Daily designated RTI period designed to provide enhancement based on student abilities	Instructional Staff and Reading Coach	Assess and monitor student learning enhancement through the use of formative and summative assessment data identified through distributed summarizing, and summarizing of lesson essential questions	Common Assessments FCAT Results
5	More rigorous instruction is needed, with more opportunities for higher-level thinking skills	Professional development on Charlotte Danielson's Framework 3b: Using Questioning and Discussion Techniques (Domain 1)	Curriculum Team	Ratio of higher-level questions to lower-level questions will be assessed during walk-throughs and coaching provided to those with a low percentage of higher-level questions	Walk-throughs

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students scoring at or above Level 7 on FAA in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (14)	48%

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Percentage of students making Learning Gains in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% making Learning Gains (598)	66% making Learning Gains

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school experiences a high mobility rate impacting the Learning Gains of our students	Ensure that all teachers receive professional development related to effective instructional strategies to promote student engagement in reading	Reading Coach Administration	Track student growth using FAIR, Common Assessments, and meet regularly in Professional Learning Communities to foster growth among all students using formative data Teacher observation by Administrators and Reading Coach	Common Assessments FAIR FCAT Results
2	Limited amount of time in intervention.	Daily designated RTI period designed to provide intervention and differentiated instruction based on student needs.	Instructional Staff Reading Coach	Assess and monitor student learning through the use of formative and summative assessment data identified through distributed summarizing, summarizing of lesson	Common Assessments FAIR FCAT Results

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1				essential questions, and extend refined lessons, activities for those who have not mastered the concept	
3	Students with large gaps in reading achievement	Intensive assistance in Reading will be provided by Intensive Reading teachers, assisted by the evaluation and monitoring of the administrative team	Reading Coach ESE Team Administration	FAIR assessments will be analyzed three times each year FCAT Explorer and District Interim Assessments will be monitored monthly to note student improvements	FAIR assessments FCAT Explorer District Interim Assessments
4	Challenges of working with students who come from low SES backgrounds	After school SES tutoring	Administration Reading Coach SES Facilitator	Track student growth using FAIR, Common Assessments, and meet regularly in Professional Learning Communities to foster growth among all students using formative data	FAIR Assessments FCAT Results Common assessments
5	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Department Chairs Reading Coach Administration	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments End of course exams
6	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Reading Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, FCAT results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The percentage of students making learning gains in reading will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (15)	57%

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1 Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
There is a need for more collaboration time	Participation of Access course teachers in	Administration ESE Team	District follow-up survey	Unique Reports Survey

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in the lowest 25% making Learning Gains will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (150) making Learning Gains	58% making Learning Gains

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day	Teams will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Reading Coach Administration Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results
2	Funding for materials Time Volunteers needed	Students will also receive leveled fluency passages which will come from FAIR toolkit and 6 Minute Solution	Intensive Reading Teachers Reading Coach Professional Learning Communities Administration	Teacher observation Student work Weekly reading assessments Data Analysis	Reading Unit Tests District Assessments FAIR tests FCAT Results
3	Limited amount of time in intervention	Daily designated RTI period designed to provide intervention and differentiated instruction based on student needs	Instructional Staff and Reading Coach	Assess and monitor student learning through the use of formative and summative assessment data identified through distributed summarizing, summarizing of lesson essential questions, and extend refined lessons, activities for those who have not mastered the concept	Common Assessments, FAIR, and FCAT Results
4	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension instruction using	Administration SES Facilitator Tutors Reading Coach Intensive Reading Teachers	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using	FAIR data FCAT results Reading assessments data

		scientifically based reading materials		formative data	
	The school experiences a high mobility rate impacting the stability of our lowest 25%	After school SES tutoring in reading			

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (59% proficient) or through Safe Harbor (58% proficient).
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53%	59%	63%	67%	71%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 34%; Hispanic: 48%; Asian: NA; American Indian: NA; White subgroup not included because met 2012 target.	Black: 48%; Hispanic: 54%; Asian: NA; American Indian: NA

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL's and monitoring occurs	Reading Coach Administration ESOL Teachers	Ongoing monitoring of formative assessments and teacher observation by Administrator, Reading Coach	FAIR, Common Assessments, and FCAT results
2	Teachers do not all have common planning and need time for collaboration	Provide opportunities during the year for collaboration in Professional Learning Communities to assess and develop instructional strategies and common assessments to meet the student needs Regularly scheduled PLC meetings	Reading Coach Administration	Ongoing monitoring of Common Assessments and Instructional strategies	Common Assessments, FCAT results
3	Limited time in intervention	RTI for all students; regularly scheduled designated time for remediation and intervention to meet students specific needs.	Instructional Staff and Reading Coach	Assess and monitor student learning through the use of formative and summative assessment data identified through distributed summarizing, summarizing of lesson essential questions, and extend refined lessons, activities for those who	Common Assessments, FAIR, and FCAT Results

			have not mastered the concept	
4	The school experiences a high mobility rate impacting the stability of our lowest 25% Challenges of working with students who come from low SES backgrounds	Provide after school SES tutoring funded by Title I.	Administratiom SES facilitator	Track student growth using FAIR, Common Assessments, and meet regularly in Professional Learning Communities to foster growth among all students using formative data	Common Assessments, FAIR, and FCAT Results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target (32% proficient) or through Safe Harbor (30% proficient).
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL 22% (Proficient)	ELL 30% (Proficient)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Challenges working with students who come ELL backgrounds with significant gaps in vocabulary</td><td>Provide high-quality vocabulary instruction throughout the day

Teach essential content words in depth

Use instructional time to address the meanings of common words, phrases, and expressions not yet learned

Utilize CCSS/anchor literacy strategies</td><td>Administration Reading Coach ESOL teacher</td><td>Ongoing monitoring of formative assessments and teacher observation by administration</td><td>District Assessments and FCAT results

Progress monitoring of weekly data using graphs/trend lines</td></tr>
<tr><td>2</td><td>Limited time in intervention</td><td>Daily designated RTI period designed to provide intervention and differentiated instruction based on student needs</td><td>Instructional staff Reading coach</td><td>Assess and monitor student learning through the use of formative and summative assessment data identified through distributed summarizing, summarizing of lesson essential questions, and extend refined lessons, activities for those who have not mastered the concept</td><td>FAIR data FCAT results Common Assessments</td></tr>
</table>

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target (33% proficient) or through Safe Harbor (33%).
2012 Current Level of Performance:	2013 Expected Level of Performance:

SWD: 26% (Proficient) | SWD: 33% (Proficient)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level, and have individual needs	Ensure that all teachers receive professional development related to effective instructional strategies in reading for SWD's and implementation

Integrate CCSS/anchor literacy strategies | Reading Coach

ESE Assistant Principal

ESE lead team | Ongoing monitoring of formative assessments and teacher observation by Administrator and Reading Coach | District Assessments, Common Assessments, FAIR and FCAT results |
| 2 | Teachers need common time to collaborate | Provide opportunities during the year for collaboration in regularly scheduled Professional Learning Communities to assess and develop instructional strategies and common assessments to meet the student needs | Reading Coach

Administration | Ongoing monitoring of Common Assessments, and Instructional strategies | Common Assessments, FAIR and FCAT |
| 3 | Limited time in intervention | Daily designated RTI period designed to provide intervention and differentiated instruction based on student needs | Instructional Staff and Reading Coach | Assess and monitor student learning through the use of formative and summative assessment data identified through distributed summarizing, summarizing of lesson essential questions, and extend refined lessons, activities for those who have not mastered the concept | Common Assessments, FAIR, and FCAT Results |
| 4 | The school is experiencing a high mobility rate impacting the stability of our lowest 25%. Challenges of working with students who come from low SES backgounds | Provide after school SES tutoring funded by Title I | Administration SES Facilitator | Track student growth using FAIR, Common Assessments, and meet regularly in Professional Learning Communities to foster growth among all students using formative data | FAIR, FCAT, and common 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 reading.

Reading Goal #5E: | ED AMO target (50%) met for 2012 |
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in reading and CCSS implementation	Reading Coach Administration	Ongoing monitoring of formative assessment, FAIR, common assessments and teacher observation by Administrator and Reading Coach	FAIR, common assessments, and FCAT results
2	Teachers do not have common planning time; need time for collaboration	Provide opportunities during the year for collaboration in regularly scheduled Professional Learning Communities to assess and develop instructional strategies and common assessments to meet the student needs	Reading Coach Administration	Ongoing monitoring of Common Assessments, and Instructional strategies	Common Assessments, FAIR and FCAT
3	Limited time in intervention	Daily designated RTI period designed to provide intervention and differentiated instruction based on student needs	Instructional Staff Reading Coach	Assess and monitor student learning through the use of formative and summative assessment data identified through distributed summarizing, summarizing of lesson essential questions, and extend refined lessons, activities for those who have not mastered the concept	Common Assessments, FAIR and FCAT Results
4	The school experiences a high mobility rate impacting the stability of our lowest 25% Challenges of working with students who come from low SES backgrounds	Provide after school SES tutoring funded by Title I	Administration SES facilitator	Track student growth using FAIR, Common Assessments, and meet regularly in Professional Learning Communities to foster growth among all students using formative data	Common Assessments, FAIR and FCAT Results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Commom Core State Standards and VSET.	6th-8th grades/all subjects	Michael Leader	School-wide	2 hours on early release professional development days.	Classroom/walk-through observations VSET observations	Administration
PLC meetings	Reading by Tier	Reading Coach	Reading teachers	Regularly scheduled PLC meetings	Ongoing monitoring of common assessments, FAIR, FCAT, Classroom observations, Meeting notes	Reading Coach Administration PLC leader
FAIR testing and Data Analysis	Reading grades 6th-8th	Reading Coach	Reading teachers	Before school meetings, early release	Ongoing monitoring, scheduling, coach/teacher data chats, teacher/student chats, classroom observations	Readhing Coach

Reading Budget:

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

End of Reading Goa

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 1%.
2012 Current Percent of Students Proficient in listening/speaking:	
86% (79)	

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

3	comprehensible instruction to English Language Learners	receive professional development related to effective instructional practices for teaching ELLs	ESOL teachers	formative assessments and teacher observations by principal	District Assessments
4	Limited amount of time in intervention	Daily RTI period designated to provide intervention and diferentiated instruction based on student needs	Classroom teachers	Assess and monitor student learning through the use of formative and summative data	Common assessments,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 will increase by 1%.

2012 Current Percent of Students Proficient in reading:
52% (48)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration ESOL teachers	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	Administration ESOL teachers	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	Administration ESOL teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
4	Limited amount of time in intervention.	Daily RTI period designated to provide intervention and differentiated instruction based on student needs	Classroom teachers	Assess and monitor student learning through the use of formative and summative data	Common assessments FAIR, CELLA, IPT, FCAT results

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 will increase by 1%.

2012 Current Percent of Students Proficient in writing:
10% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration ESOL teachers	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	Administration ESOL teachers	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	Administration ESOL teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
4	Limited amount of time in intervention	Daily RTI period designated to provide intervention and differentiated instruction based on student needs	Classroom teachers	Assess and monitor student learning through the use of formative and summative assessment data	Common assessments, FAIR, CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (298)	30%

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 enough time for collaboration - many teachers do not have common planning in their subject areas	Professional Learning Communities will develop a schedule for regular meetings	Lead teachers Administration	Minutes of PLC meetings Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results, EOC results for Algebra
2	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate. Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation
3	Limited amount of time in intervention	Daily RTI period designed to provide intervention and differentiated instruction based on students needs both remedial and enrichment	Math Department Chair Administration	On going monitoring of formative assessments and teacher observation by Administrators and Math Chair	Formative Assessments DA Assessments EOC exams 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 mathematics. Mathematics Goal #1b:	The percentage of students scoring at level 4, 5, and 6 will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (11)	38%

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring at or above level 4 will increase by 1% in all grade levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (168)	17%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative Learning	Administration Reading Coach Math Department Chair Math teachers	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET observations
2	Limited amount of time in intervention	Daily RtI period designed to provide intervention and differentiated instruction based on students needs both remedial and enrichment	Math Teachers Administration	Ongoing monitoring of formative assessments and teacher observation by Administrators	Formative Assessments DIA Assessments and FCAT results.
3	Training of teachers in use of technology	Incorporate technology such as Clickers, Mobi Boards, TI Inspire Systems, TI-73	Math teachers Administration	Ongoing monitoring in classrooms and teacher/student feedback	Formative Assessments, FCAT Results, DIA assessments

		calculators			
		Math computer lab			

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:	Percentage of students scoring at or above level 7 in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (8)	28%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels</td><td>District training for teachers on the implementation of Unique Learning System for Access courses

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

Administrative observation tools</td><td>Unique Reports FAA Scores</td></tr>
<tr><td>2</td><td>There is a need for more collaboration time amongst teachers of students with cognitive disabilities</td><td>Participation of Access course teachers in District's monthly Virtual PLC using webinar platform

Evaluation of the student's need to access more rigorous courses and change placement if necessary

Discussion of application of skills and knowledge at a higher level and in various settings</td><td>Administration ESE Team</td><td>District follow-up survey

Check student progress data using Unique Reports</td><td>Unique Reports Survey</td></tr>
</table>

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making Learning Gains in mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (550) making Learning Gains	58%

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds. The school experiences a high mobility rate impacting the stability of our lowest 25%	After school SES tutoring	Administration SES facilitator Tutors Math Department Chair	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	District Assessments and FCAT Results
2	Math teachers are not all familiar with incorporating literacy strategies	Provide professional development on literacy strategies appropriate for math teachers	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET Evaluation
3	Limited amount of time in intervention	Daily RTI period designed to provide intervention and differentiated instruction based on students needs both remedial and enrichment	Math teachers Administration	Ongoing monitoring of formative assessments and teacher observation by Administrators	Formative Assessments, DIA 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The percentage of students making learning gains in Mathematics will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
48% (13)	49%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	District training for teachers on the implementation of Unique Learning System for Access courses Follow up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in the lowest 25% making Learning Gains will increase in mathematics by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(146) making Learning Gains	55%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All math teachers are not familiar with incorporating literacy strategies	Provide professional development on literacy strategies appropriate for math teachers	Math Department Chair Administration Reading Coach	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET evaluation
2	Limited amount of time in intervention	Daily RtI period designed to provide intervention and differentiated instruction based on students needs both remedial and enrichment	Administration Math teachers	Ongoing monitoring of formative assessments and teacher observation by Administrators and Math Coach	Formative Assessments, DIA Assessments, and FCAT results
3	Challenges of working with students who come from low SES backgrounds. The school experiences a high mobility rate impacting the stability of our lowest 25%	After school SES tutoring	Administration SES facilitator Tutors	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	District Assessments and FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (56% proficient) or through Safe Harbor (53% proficient). 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	46	56	60	65	69	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black: 24%; Hispanic: 41%; Asian: NA; American Indian: NA White subgroup not included because target (56%) was met	Black: 32%; Hispanic: 47%; Asian: 10%; American Indian: 10% (Safe Harbor)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers without a planning period and/or need common time to collaborate	Schedule regular Professional Learning Communities where teachers have opportunity to collaborate	Math Department Chair Administration PLC chairs	PLC meeting minutes	Formative Assessments, DIA Assessments, and FCAT results
	Challenges of working with students who come from low SES	Provide after school SES tutoring funded by Title I	Administration SES Facilitator	Track student growth using Scantron assessments and meet	District Assessments and FCAT Results

2	backgrounds The school is experiencing a high mobility rate impacting the stability of our lowest 25%			regularly as grade-level teams to foster growth among all students using formative data	
3	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics and reading for ELL students	Reading Coach Math Department Chair Administration	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
4	Limited time in intervention	Daily RtI period designed to provide intervention and differentiated instruction based on students needs both remedial and enrichment	Math instructional staff Administration	Ongoing monitoring of formative assessments and teacher observation by PLCs and Administration	Formative Assessments DIA Assessments, and FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target (36% proficient) or through Safe Harbor (22%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 13% (proficient)	ELL: 22% (proficient)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who some ELL backgrounds with significant gaps in vocabulary	Provide high-quality vocabulary instruction throughout the day Teach essential content words in depth Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Administration Math teachers ESOL teachers	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target (36% proficient) or through Safe Harbor (31%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 23% (proficient)	SWD: 31%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The majority of our Students with Disabilities are below grade level and have individual needs	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics	Math Department Chair Administration	Ongoing monitoring of formative assessments and teacher observation by Administrators and Math Coach	Formative Assessments, DIA Assessments, and FCAT results
2	Limited time in intervention	Daily RtI period designed to provide intervention and differentiated instruction based on students needs both remedial and enrichment	Math teachers Administration	Ongoing monitoring of formative assessments by teachers and teacher observation by Administration	Formative Assessments, DIA Assessments,and FCAT results
3	Teachers without a planning period and/or need common time for collaboration	Schedule regular opportunities for collaboration through Professional Learning Communities	Math Department Chair Administration	PLC meeting minutes	Formative Assessments, DIA Assessments, and FCAT results
4	Challenges of working with students who come from low SES backgrounds The school experiences a high mobility rate impacting the stability of our lowest 25%	Provide after school SES tutoring funded by Title I	Administration SES Facilitator	Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	District Assessments and FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target (53% proficient) or through Safe Harbor (48%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 42% (proficient)	ED: 48% (Safe Harbor)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers receive professional development related to effective instructional strategies in mathematics	Math Department Chair Administration	Ongoing monitoring of formative assessments by math teachers and teacher observation by Administration	Formative Assessments, DIA Assessments, and FCAT results
2	Limited time of intervention	Daily RtI period designed to provide intervention and differentiated instruction based on students needs both remedial and enrichment	Math teachers Administration	Ongoing monitoring of formative assessments by math teachers and teacher observation by Administration	Formative Assessments DIA Assessments, and FCAT results
3	Teachers without a planning period and/or need common time for collaboration	Schedule regular opportunities for collaboration in Professional Learning Communities	Math Department Chair Grade level PLCs Administration	PLC meeting minutes	Formative Assessments, DIA Assessments, and FCAT results
	Challenges of working with students who come	Provide SES after school tutoring funded by Title I	Administration	Track student growth using Scantron	District Assessments and

4	from low SES backgrounds The school experiences a high mobility rate impacting the stability of our lowest 25%		SES Facilitator	assessments and meet regularly as grade-level teams to foster growth among all students using formative data	FCAT Results
5	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walk-throughs Literacy Leadership Team Meetings	VSET Observation Domain 3

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The percentage of students passing the Algebra End-of-Course exam will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (73)	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 enough time for collaboration - many teachers do not have common planning in their subject areas	Professional Learning Communities will develop a schedule for regular meetings	Lead teachers Administration	Minutes of PLC meetings Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results, EOC results for Algebra
2	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate. Implement new math Curriculum Maps, which have these standards incorporated	Administration Math Department Chair Algebra teachers	Ongoing monitoring of formative assessments and teacher observations by administrators	VSET evaluation EOC exam DIA formatives

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

2. Students scoring at or above Achievement Levels 4

and 5 in Algebra. Algebra Goal #2:		Percentage of students scoring at level 4 or above will increase by 1%.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
35% (42)		36%		

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time and focus to devote to professional dialogue about teaching practices	Participate in professional development on Lesson Study, to include a focus on the following elements: Identifying similarities and differences, summarizing and note taking, setting objectives and providing feedback, and cooperative learning	Administration Math Department Chair Algebra teachers	Participation in professional development, coupled with follow-up observations Teacher reflections	VSET evaluation DIA formatives EOC exam
2	Challenge for students to stay after school due to transportation	Math Counts	Algebra teacher Math Department Chair Administration	Ongoing monitoring through formative and summative assessments	Competitions EOC exam DIA formatives

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (56% proficient) or through Safe Harbor (53% proficient).

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Level 3+: 46%	Level 3+: 56%	Level 3+: 60%	Level 3+: 65%	Level 3+: 69%	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:		In 2012-2013, we will reduce the achievement gap by meeting the AMO target (56%) or through Safe Harbor (53% proficient).		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Hispanic: We have a	Ensure that all teachers	Reading Coach	Ongoing monitoring of	District

1	growing number of Hispanic students that receive services in our ESOL program	receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided	ESOL teachers Administration	formative assessments and teacher observation by administration	Assessments and FCAT results

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (36%) or through Safe Harbor (22% proficient).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary	Provide high-quality vocabulary instruction throughout the day Teach essential content words in depth Use instructional time to address the meanings of common words, phrases, and expressions not yet learned	Administration Math Department Chair	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results Progress monitoring of weekly data using graphs/trend lines

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (36%) or through Safe Harbor (31% proficient).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met	Esnure that all teachers receive professional development related to effective instructional strategies in mathematics	ESE Assistant Principal Math Department Chair	Ongoing monitoring of formative AND summative assessments	District assessments, FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	In 2012-2013, we will reduce the achievement gap by meeting the AMO target (53% proficient) or through Safe Harbor (48% proficient).
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who do not have exposure to high-level academic vocabulary in their homes	Implementation of a school-wide literacy system that emphasizes a unified, systematic approach to the teaching of vocabulary using research-based strategies	Administration Reading Coach Literacy Leadership Team	Classroom Walk-throughs Literacy Leadership Team Meetings	VSET Observation Domain 3

End of Algebra EOC Goal

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	

Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Common Core State Standards and VSET	6th-8th Grades/All subjects	Michael Leader	School-wide	2 hours on early release professional development days.	Classroom walk-throughs/observations VSET observations	Administration
PLC - Data Analysis and Formative Assessment Development	6th-8th Grades/all Math subjects	Math Department Chair PLC grade leader	Math teachers	Regularly scheduled PLC meetings	PLC minutes Ongoing monitoring of formative and summative assessments	Administration Math Department Chair

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide AVID services in all core subjects for 7th and 8th graders.	.5 AVID (non-core) teacher and tutors	TITLE I	$50,165.41
			Subtotal: $50,165.41
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Summer Institute for 2 AVID teachers	Teacher training	TITLE I	$1,838.00
			Subtotal: $1,838.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide field trips and materials for AVID students	Materials and Field trips	TITLE I	$10,296.59
			Subtotal: $10,296.59
			Grand Total: $62,300.00

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.	The percentage of students scoring at level 3 in

	Science Goal #1a:	Science will increase by 1%.			
	2012 Current Level of Performance:	**2013 Expected Level of Performance:**			
	35% (122)	36%			

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not enough time for collaboration - many teachers do not have common planning in their subject areas	Professional Learning Communities will develop a schedule for regular meetings	Lead teachers Administration	Minutes of PLC meetings Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results, EOC results for Algebra
2	Challenges of working with students who come from low SES backgrounds	Use of Common Assessments Use of FCAT Explorer RTI for intervention and differentiated instruction	Science Department Chair PLC Administration	Track Student Growth using "Self Progress Charts" and common assessment data Minutes/notes from PLC meetings	District Assessments and FCAT Results
3	Some students are unable to participate outside of school hours/days	Possibly form a Science Olympiad group for regional competitions if funds become available	Science Department Chair	Ongoing monitoring and review by Science Chair	District Assessments and FCAT Results
4	Lack of funds	Students participate in Science Fair competition at school	Science Department Chair Science Teachers Administration	Ongoing monitoring and review by Science Chair	Student work Participation in County Fair

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:	The percentage of students scoring at levels 4, 5, and 6 in Science will increase by 1%.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
44% (4)	45%

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Access courses in all core academic areas, as well as Standards-Referenced Grading	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Classroom assessments Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform	Administration ESE Team	District follow-up survey Check student progress data using Unique Reports	Unique Reports Survey
3	Scheduling issues do not always permit collaboration between Gen Ed and ESE teachers	Collaboration between Gen Ed teachers and the Access Science teachers	Administration Gen Ed and ESE Teacher Teams	Teacher Response to Administrative Query	VSET Evidence in Domain 4

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students achieving level 4 and 5 on science FCAT will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (54)	16%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not all have the same planning time	Schedule regular Professional Learning Community meetings	Administration Science Department Chair	Ongoing Monitoring of Common Assessments Minutes from PLC meetings	DA Assessment results FCAT results
2	Students not able to participate outside of school hours/days	Possible Science Olympiad group for regional competitions	Science Chair	Ongoing monitoring and review by Science Chair	District Assessments and FCAT results
3	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis	Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment Continue to enroll students in AVID program	Administration Science PLC Science Department Chair AVID Coordinator and Counselor	Teacher Data Ongoing monitoring of formative and summative assessments	VSET evaluation Domain 3 Formative and Summative Assessments FCAT results
4	Lack of funds	Schedule Science Fair at the school	Science Department Chair	Ongoing monitoring of projects by teachers Entries into Fair	Entries into Science County Fair Student Work

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:	Percentage of students scoring at or above level 7 in science will increase by 1%.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	22% (2)	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	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 Use of interactive board to increase student engagement	Administration ESE Team	Check usage and implementation, as well as student progress data using ASAP Science Curriculum-based assessments and Unique Reports Administrative observation tools	ASAP Science Curriculum-based assessments Unique Reports FAA Scores
2	There is a need for more collaboration time amongst teachers of students with cognitive disabilities	Participation of Access course teachers in District's monthly Virtual PLC using webinar platform Evaluation of the student's need to access more rigorous courses and	Administration ESE Team	District follow-up survey Check student progress data using ASAP Science Curriculum-based assessments and Unique Reports	ASAP Science Curriculum-based assessments Unique Reports Survey

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Common Core State Standards and VSET	6th-8th Grades/All subjects	Michael Leader	School-wide	2 hrs on early release Professional Development Days	Classroom walk-throughs/observations VSET observations	Administration
PLC	6th-8th Grades/Science	Science Department Chair PLC grade leader	Science teachers	Regularly scheduled PLC meetings.	PLC minutes Ongoing monitoring of formative and summative assessments	Science Department Chair Administration

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percent of students achieving proficiency (FCAT level 3 or above) in writing will increase by 1%
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (246)	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	Teachers outside of Language Arts do not often provide practice for students to write about their content areas	Administer Volusia Writes schedule with fidelity in all curriculum areas Provide support and coaching to teachers on scoring Work toward implementing CCSS Anchor Literacy Standards school-wide	Language Arts teachers Language Arts Chair	Ongoing monitoring of formative and summative assessment data to evaluate student progress Monitor growth of Volusia Writes scores	Formative and Summative Assessment Data Volusia Writes data FCAT Writing results
	Time for collaboration	Regularly scheduled PLC	Language Arts	Minutes of PLC	Volusia Writes

2	between language arts teachers	meetings	Chair Administration PLC leader	meetings Ongoing monitoring of formative and summative assessment data to evaluate student progress Monitor growth of Volusia Writes scores	scores Formative and Summative Assessment Data FCAT Writing results
3	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Language Arts Department Chair Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing
4	Limited amount of time in intervention	Daily RTI period designated to provide intervention and differentiated instruction based on student needs	Classroom teachers	Assess and monitor student learning through the use of formative and summative assessment data	Common Assessments FCAT Writing 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 scoring at 4 or higher in writing will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (6)	68%

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

Note: The column headers for the first table at the top of the page (Anticipated Barrier, Strategy, Person or Position Responsible for Monitoring, Process Used to Determine Effectiveness of Strategy, Evaluation Tool) are implied but not shown.

					Reports	

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Common Core State Standards and VSET	6th-8th Grades/Language Arts	Michael Leader	School-wide	2 hrs on early release Professional Development Days	Classroom walk-throughs/observations VSET observations	Administration
PLC	6th-8th Grades/Science	Language Arts Department Chair PLC grade leader	Language Arts teachers PLC	Regularly scheduled PLC meetings	PLC minutes Ongoing monitoring of formative and summative assessments	Department Chair Administration

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Data not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of knowledge about Civics EOC Lack of knowledge of CCSS standards and literacy strategies to incorporate into social studies instruction	Participate in Creation of District Formative Assessments for Civics Participate in District Professional Development Schedule regular Professional Learning Community Participate in training on incorporating CCSS Literacy Standards in Social Studies Lessons (such as close reading)	Administration Social Studies PLCs Social Studies Department Chair	Monitor usage and implementation through: Teacher Formative Assessment Document-Based Question Assessments Participation in Professional Development	Document-Based Question Assessments Civics EOC field test results VSET Evaluation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Data not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis	Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration Social Studies PLCs Social Studies Department Chair	Observation and monitoring through evaluations Teacher Data	VSET Evaluation Domain 3

		Infusion of technology and collaboration among students				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Common Core State Standards and VSET.	6th-8th Grades/All subjects	Michael Leader	School-wide	2 hours on early release professional development days	Classroom walk-through observations VSET observations	Administration
PLC meetings	7th Grade/Civics	Social Studies Chair	Civics teachers	Regularly scheduled PLC meetings	Ongoing monitoring of common core assessments, attendance reports, Classroom observations	PLC leader Administration

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

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

1. Attendance

Attendance Goal #1:	Decrease the number of students with excessive absences or tardies by 1%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.57%	95.57% or higher
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
397	393
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
621	615

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	2 Mile Walk Zone Parental Support	Engaging Students in Academics and creating a more inviting environment through rewards and technology infused curriculum.	BLT Classroom Teachers	Attendance Reports	Attendance Reports
2	2 Mile Walk Zone Parental Support	Positive incentives	BLT Classroom Teachers	Reports on attendance at activities	Reports on attendance at activities
3	2 Mile Walk Zone Parental Support	Student Led Conferences	Academic teachers	Attendance Reports	Attendance Reports
4	Pattern of unexcused absences and tardies	Parent/guardian notification of absences and tardies PST or IEP attendance meetings Attendance incentives	Administration Teachers Attendance Clerk Counselors BLT	Analyzing data gathered from daily attendance reports to show patterns and non-attendance and tardies	School wide and individual student attendance report

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Common Core State Standards and VSET.	6th-8th grades/all subjects	Michael Leader	School-wide	2 hours on early release professional development days	Classroom/walk-through observations VSET observtions	Administration

PLC meetings	6th-8th grades/all subjects	Subject Chair/PLC leader	Classroom teachers PLCs	Regularly scheduled PLC meetings	Ongoing monitoring of common core assessments, attendance reports, Classroom observations	PLC leader Administration

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:	Decrease the number of in school and out of school suspensions by 2%
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
379	371
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
184	177
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
1008	988

2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
360	353

	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	Ensuring consistency of all staff when implementing these new programs.	Engaging Students in Academics and creating a more inviting environment through rewards and technology infused curriculum.	BLT Classroom Teachers	Discipline Reports Quarterly Updates to staff	Discipline Reports.
2	Ensuring consistency of all staff when addressing rules infractions	Behavior Leadership Team Meetings and ongoing communication with staff members	Administration BLT	Quarterly updates to staff.	Suspension Reports
3	Positive response and understanding of school rules and expectations	Discipline Talks	Administration	Discipline Reports	Discline Reports
4	Parental permission and participation required	Identifed at risk students will participate in mentoring programs provided by community agencies	Administration Guidance Counselors	Intervention Data will be analyzed and reviewed at BLT meetings and grade level PLC meetings	Discipline Referral Data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Common Core State Standards and VSET.	6th-8th grades/all subjects	Michael Leader	School-wide	2 hours on early release professional development days	Classroom/walk-through observations VSET observations	Administration

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.*	To maintain 5 Star Status by encouraging consistent parental involvement at all school programs and parent teacher conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Approximately 30% Parental Involvement (Sign In Sheets)	To maintain 5 Star status

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Working Parents Transportation	The Parent Liaison will be working with the district liaison to increase parent participation.	Administration	Attendance Rosters Ticket Sales Parent-Teacher Conference Notes	Attendance Rosters
2	Working Parents, Absences at SAC	Maintain 5 Star Status by having at least 80% of members in attendance at SAC meetings and document all parent/community involvement with signatures.	SAC Chair Mrs. Rottenberger	SAC minutes and sign in sheets from SAC and other school activities.	5 Star Status
3	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP
4	Working Parents Transportation	Communication to parents through Pinnacle, Connect Ed, School Website,	Administration Guidance clerks	Parent-Teacher Conference Notes Ticket Sales/sign-in	5 Star Status

		Marquee	Special events cordinators	sheets	

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
Provide parent/student center two days a week from 4:00-7:00 PM.	Media Specialist on duty Computers and Media resources available	Title I	$7,556.10
			Subtotal: $7,556.10
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
			Grand Total: $7,556.10

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:	Teachers will produce at least one new project based STEM lesson in all grades.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize strategies which are aligned to the Common Core ELA and Mathematical Practices K'Nex Education Engineering Marvels/CATIA software Ten Marks software Junior Achievement Futures Grant Participate in district STEM committee	Administration Science Department Chair Math Department Chair Mrs. Bina, Mrs. Myers, and Mrs. Robertson - math teachers	Ongoing monitoring in formative and summative assessments	Formative and Summative Assessment Data
2	Lack of knowledge and/or interest in STEM areas and activities.	Publicize opportunities for student and parent participation in extracurriculuar STEM events such as Science Fair via website, ConnectEd and school marquee.	Administration Science Department Chair Math Department Chair	Monitor usage and implementation or programs	Usage data Sign-in sheets

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Training on Common Core State Standards and VSET	6th-8th Grades/All subjects	Michael Leader	School-wide	2 hrs. early release Professional Development Days	Classroom walk-throughs/observations VSET observations	Administration
Science PLC Math PLC	6th-8th Grades/Science and Math	Science Chair Math Chair	Science PLCs Math PLCs	Regularly scheduled PLC meetings	PLC minutes	Administration Science Chair Math Chair

STEM Budget:

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

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

Faculty will receive professional development on Common Core State Standards and VSET. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Faculty will receive professional development on Common Core State Standards and VSET. Goal Faculty will receive professional development on Common Core State Standards and VSET. Goal #1:	DATA NOT AVAILABLE
2012 Current level:	2013 Expected level:
NA	NA

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers who do not teach Language Arts are not familiar enough with literacy strategies necessary to accomplish the rigor required by Common Core State Standards	Train teachers to use High-Impact Literacy Strategies that support achieving the Anchor Literacy Standards	Administration Reading Coach	Ongoing monitoring through classroom walk-throughs and VSET observations	VSET FCAT results

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

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

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

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 Faculty will receive professional development on Common Core State Standards and VSET. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide AVID services in all core subjects for 7th and 8th graders.	.5 AVID (non-core) teacher and tutors	TITLE I	$50,165.41
Parent Involvement	Provide parent/student center two days a week from 4:00-7:00 PM.	Media Specialist on duty Computers and Media resources available	Title I	$7,556.10
				Subtotal: $57,721.51
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics				$0.00
Parent Involvement				$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Summer Institute for 2 AVID teachers	Teacher training	TITLE I	$1,838.00
Parent Involvement				$0.00
				Subtotal: $1,838.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Provide field trips and materials for AVID students	Materials and Field trips	TITLE I	$10,296.59
Parent Involvement				$0.00
				Subtotal: $10,296.59
				Grand Total: $69,856.10

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No funds are available at this time; if funds become available, they will be utilized for items such as mini-grants for teachers.	$0.00

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

The SAC provides input, reviews, and approves the School Improvement Plan for the school. The Council provides ongoing monitoring of the plan throughout the year, and a reflection on the prior year's accomplishments. If a budget is available, the Council determines how the funds will be spent to positively impact student achievement. The SAC provides training and team building for its members. It also encourages involvement of parents, community members, teachers, support staff and students.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
DELTONA MIDDLE SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	61%	83%	48%	258	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	61%	65%			126	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?	66% (YES)	65% (YES)			131	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					515	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District
DELTONA MIDDLE SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	66%	84%	49%	269	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	63%	67%			130	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)	66% (YES)			125	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					524	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested