FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DELTONA ELEMENTARY SCHOOL

District Name: Hernando

Principal: Debi Vermette

SAC Chair: Cindy Casto

Superintendent: Bryan Blavatt

Date of School Board Approval: 11/06/2012

Last Modified on: 1/17/2013

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 of Deltona Elementary in 2011-2012 Grade: D, Percent meeting high standards in Reading 54%, Math 43%, Writing 90%, Science 37%. Percent making learning gains in Reading 55%, Learning gains in Math 43%, Learning gains in lowest 25th 50%, Lowest 25th in Math 34%.Total not proficient in Reading AMO 1's & 2's 46%. Student sub population not proficient; White 40%, Black 83%, Hispanic 58%, ELL 93%, SWD 75%, and ED 48%. otal non prficient in Math; White 55%, Black 83%, Hispanic 59%, ELL, 93%, SWD 73%, and ED 60%. Science FCAT 2.0 Level 3, 80%, Level 4 & 5, 20%, Level 3+, 36%. Writing Level 4 and above 39%, Level 3 and above 36%. Principal of Moton Elementary in 2010-2011 Grade: C, AYP 79%, All subgroups did not make AYP in Reading. Total, White, and ED did not make AYP in Math. 53% of students making learning gains in Reading Lowest

					25%. 46% making learning gains in Math Lowest 25%. Principal of Moton Elementary in 2009-2010
Principal	Debi Vermette	Master's Degree in Education, Educational Leadership, National Louis University: Certification School Principal BA-Specific Learning Disabilities, University of South Florida	2	9	Grade :B, AYP 82%, Black and ED did not make AYP in Reading. All subgroups did not make AYP in Math. 61% of students making learning gains in Reading Lowest 25%. 54% making learning gains in Math Lowest 25%. Principal of Moton Elementary in 2008-09: Grade: B, AYP 85%, Black and SWD did not make AYP in Reading or Math. ED did not make AYP in Math. 51% making learning gains Reading Lowest 25%. 68% making learning gains Math Lowest 25%. Principal of Moton Elementary 2007-08: Grade: B, AYP: 90%. Only white subgroup made AYP in Reading and Math. AD did not make AYP in Reading, SWD subgroup did not make AYP in Reading or Math. 49% making learning gains in Reading Lowest 25%. 63% makning learning gains in Math Lowest 25%. Principal of Moton Elementary 2006-07: Grade: B, AYP: 100%. We did make AYP with all subgroups. 58% making learning gains in Reading Lowest 25%. 70% making learning gains in Math Lowest 25%. Principal of Moton Elementary in 2005-06: Grade: A, AYP: 95%- Provisional. All subgroups made AYP. 63% making learning gains in Reading Lowest 25%. Assistant Principal of Pine Grove Elementary School 2004-05: Grade A, AYP: 97%. Made AYP in all subgroups. 57% making learning gains in Reading Lowest 25%. Assistant Principal of Pine Grove Elementary School 2003-2004: Grade A, AYP: 100%. Made AYP in all subgroups. 61% making learning gains in Reading Lowest 25%.
Assis Principal	Scott Piesik	Master's Degree in Educational Leadership, University of South Florida Bachelor's Degree in Physical Education, Castleton State College Educational Leadership Physical Education K-8	2	2	Assistant Principal of Deltona Elementary in 2011-2012 Grade: D, Percent meeting high standards in Reading 54%, Math 43%, Writing 90%, Science 37%. Percent making learning gains in Reading 55%, Learning gains in Math 43%, Learning gains in lowest 25th 50%, Lowest 25th in Math 34%.Total not proficient in Reading AMO 1's & 2's 46%. Student sub population not proficient; White 40%, Black 83%, Hispanic 58%, ELL 93%, SWD 75%, and ED 48%. otal non prficient in Math; White 55%, Black 83%, Hispanic 59%, ELL, 93%, SWD 73%, and ED 60%. Science FCAT 2.0 Level 3, 80%, Level 4 & 5, 20%, Level 3+, 36%. Writing Level 4 and above 39%, Level 3 and above 36%.

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.

	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)
No data submitted					

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	All teachers interviewed and hired by the administration are highly qualified. Applicants not highly qualified are not interviewed for open teaching positions.	Principal, Assistant Principal	Ongoing best practices	Deltona Elementary uses exemplary practices to only hire highly qualified instructional personnel.
2	Once hired, administration will assign mentors or Team Leaders to regularly "check in" with new hires in order to answer questions, provide professional development and act as a liason between a new hire and ongoing issues if any arise.	Principal Assistant Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
(0)	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
64	3.1%(2)	20.3%(13)	43.8%(28)	37.5%(24)	28.1%(18)	35.9%(23)	6.3%(4)	3.1%(2)	32.8%(21)

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
Sophie Makohon-Lynch	Gayle Tucker & Jennifer Wagner	Each teacher new to the profession, has a recent change in grade level, or in need of more coaching/mentoring is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher is trained in Clinical Education.	This mentor works side by side with the teacher in need of increased coaching/mentoring providing support, resources, observation,coaching sessions, and technical advice on an ongoing basis. In addition, all teachers receive support from team members, team leaders, specialists, and district staff.
		Each teacher new to the profession, has a recent	

Maureen Keiper	Sara Merritt, Deborah Gray, and Kenneth Hill	change in grade level, or in need of more coaching/mentoring is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher is trained in Clinical Education.	This mentor works side by side with the teacher in need of increased coaching/mentoring providing support, resources, observation,coaching sessions, and technical advice on an ongoing basis. In addition, all teachers receive support from team members, team leaders, specialists, and district staff.
Cathy Fonseca	Sharon McCabe	Each teacher new to the profession or in need of more coaching/mentoring is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher is trained in Clinical Education.	This mentor works side by side with the teacher in need of increased coaching/mentoring providing support, resources, observation,coaching sessions, and technical advice on an ongoing basis. In addition, all teachers receive support from team members, team leaders, specialists, and district staff.
Charlotte Norford	Katlyn Kline	Each teacher new to the profession or in need of more coaching/mentoring is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher is trained in Clinical Education.	This mentor works side by side with the teacher in need of increased coaching/mentoring providing support, resources, observation,coaching sessions, and technical advice on an ongoing basis. In addition, all teachers receive support from team members, team leaders, specialists, and district staff.
Patricia Spatz	Mary Gaither, Tina Mertz, and Rebecca Ryan	Each teacher new to the profession or in need of more coaching/mentoring is assigned a mentor who is selected based upon demonstration of sustained effective teaching practices. The mentor teacher is trained in Clinical Education.	This mentor works side by side with the teacher in need of increased coaching/mentoring providing support, resources, observation,coaching sessions, and technical advice on an ongoing basis. In addition, all teachers receive support from team members, team leaders, specialists, and district staff.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

As a school-wide program, Deltona Elementary School is dedicated to providing, maintaining, and improving comparable, supplementary Title I education services for all of our students. Our Title I School Improvement Facilitator and Title I Parent Educator regularly collaborate with the District's Coordinator of Family Involvement to build home support networks that facilitate targeted students' success. Deltona Elementary School's Title I School Improvement Facilitator and Title I Parent Educator also coordinate with Supplemental Education Services (SES) providers to provide free tutoring for our fourth, fifth and retained third grade students who scored a level 1 or 2 on the Florida Comprehensive Assessment Test. Title I (Part A) services at Deltona Elementary School are regularly coordinated with other federally-funded programs, including use of Title II funds to support additional research-based professional development programs and teacher recruitment and retention activities, use of Title III funds to support additional services for our English Language Learners (ELLs), use of Title X funds to provide additional services for our homeless students, and use of IDEA funds to support additional supplementary services for our disabled students (SWDs). (NCLB Element 1,2,4,6,7,9)

Title I, Part C- Migrant

Not applicable

Title I, Part D

Not applicable

Title II

Deltona Elementary School will use its 2011-2012 differentiated Title II site allocation to support ongoing research-based professional development programs involving Lesson Study, Problem Solving/Response to Intervention, effective differentiation of instruction to address all students' particular needs, and inquiry-based learning. Select Deltona Elementary School teachers will also participate in district-wide Title II funded professional development programs involving Content Area Reading Professional Development, Creating Independence through Student-Owned Strategies (CRISS), Florida Reading Initiative trainings, Write Traits, and SIM Learning Strategies and Content Enhancement Routines. All Title II-funded professional development programs at Deltona Elementary School were planned to support the district's strategic plan; 2012-2013 District Improvement and Assistance Plan (DIAP) and School Improvement Plan (SIP) student performance goals and objectives; and our annual Title I school-wide services plan. (NCLB Element 1, 2, 3, 7)

Title III

All of Deltona Elementary School's English language learners (ELLs) are primarily served in mainstream classrooms and receive supplemental services from ESOL lead teachers and paraprofessionals in their mainstream classrooms or in our ESOL resource room. District annual Title III entitlement funds are used to purchase materials, equipment, and supplies to supplement ELL instruction in Deltona Elementary School's mainstream classrooms that serve ELLs and in our ESOL resource rooms. Students, parents/guardians, and teachers have access to translated texts, dictionaries, graphic organizers, and worksheets and computer software packages designed to increase ELLs English and academic proficiencies. Deltona Elementary School's ESOL lead teacher will attend the annual state TESOL conference to acquire training and resources on effective ELL strategies that they can then train Deltona Elementary School's mainstream classroom teachers to incorporate into their lessons. Title III funds will also be used to train Deltona Elementary School's ESOL lead teacher and ESOL paraprofessionals how to better use computer software designed to improve ELL's English and academic proficiencies. Software purchased with Title III funds, like English Discoveries, Orchard, and Rosetta Stone, will be regularly used to supplement mainstream classroom instruction and to increase ELLs academic proficiencies. Title III funds will also provide extended day/year programs for Deltona Elementary School's ELLs; extended day/year programs will be offered to all of Deltona Elementary School's ELL families. Extended day programs for ELLs will meet after school 2-3 days per week; an extended year program for ELLs will be held in June. Transportation home from extended day/year programs will be provided through Title III. Because most of our ELLs are also economically disadvantaged, Title III programs are well coordinated and often seamlessly integrated with Title I (Part A)-funded programs and services. (NCLB Element 1, 2, 6, 7, 8, 9)

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Not applicable

Violence Prevention Programs

District Student Services Department staff and Deltona Elementary School's guidance counselors provide substance abuse prevention and intervention initiatives for our students and families. These initiatives and activities consist of substance abuse evaluations and assessments, brief counseling, drug testing, student drug awareness classes, crisis intervention services, classroom substance abuse instruction, parent drug awareness classes, parent drug intervention training, substance abuse protocol training for staff and administrators, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, prevention and intervention programs are in place to address bullying and harassment throughout the district. Deltona Elementary School staff regularly participate in district professional development programs on violence and substance abuse prevention. The district's Student Services Dept. initiated additional instructional programs for issues such as anger management, conflict resolution and sexual harassment that will be used in lieu of lengthy suspensions in order to minimize loss of instructional time at all Hernando County schools in 2011-12. (NCLB ELEMENT 7)

Nutrition Programs

As part of the district's Food & Nutrition Department, Deltona Elementary School's cafeteria staff provide balanced, attractive, well-prepared meals with good variety; give good, courteous, friendly service; meet high sanitary standards; are receptive to students' ideas and suggestions; and constantly strive for improvement. Deltona Elementary School's cafeteria staff provide free and/or reduced-price lunches for Deltona Elementary School students who qualify to participate in the U.S. Dept. of Agriculture's National School Lunch Program.

Housing Programs

Not applicable

Head Start

Not applicable

Adult Education

The District's Adult & Community Education Department provides opportunities for Hernando County residents to participate in free classes in GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at all four high schools. Other adult education classes (HEART Literacy) are located at four community (non-school) sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

Career and Technical Education

The Hernando County School District uses Carl D. Perkins annual entitlement funds to support (3) high school Career/Technical Education (CTE) Specialists; to purchase and print marketing materials to promote career academies, and other career and technical education programs, to traditional and non-traditional student populations; to provide professional development for Career/Technical Education (CTE) teachers; and to pay CTE students' testing and certification fees.

Job Training

Not applicable

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Debi Vermette, Principal
Scott Piesik, Assistant Principal
Laverne Kalafor, School Psychologist
Maureen Keiper, RtI Coordinator
Amy Gendron, Guidance Counselor
Karl Sabo, ESE Resource

Cynthia Casto, Assessment Teacher
Timothy Etzel, Title I School Improvement Facilitator
Carol McAvoy, Social Worker

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 RtI team functions as a cohesive group of professionals with a common vision of supporting, rectifying, and problem solving on behalf of students. The attainable goal is to share strategies and support teachers in an effort to develop a plan to differentiate instruction for students to meet the highest academic achievement. Interventions are documented on Progress Monitoring Forms and Attendance of students on Documentation Worksheets, student progress is monitored and revisions are made as necessary. RtI documentation is reviewed by members of the RtI team. The teachers attend regularly scheduled RtI review sessions with school leaders and the school psychologist monthly. In addition, the RtI team works closely with the Literacy Leadership Team to create strategic goals and tailor school wide decisions to accommodate all students' needs. School wide data is reviewed by grade level teams quarterly and charted in our Data Nest for all staff to review progress for every student. The data is shared with staff during Data Chats, PLC's and monthly leadership meetings. The following outlines the individual members' roles and responsibilities as members of the team:

Administration provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI by documenting daily plans of differentiated instruction, provides adequate professional development, and communicates with parents regarding school-based leadership team RtI plans.

General Education Teachers (Primary and Intermediate): Provide core instruction, participate in student data collection, delivers Tier 1 instruction, implement & document Tier 2 and 3 interventions as determined by data for individual students.

Exceptional Student Education (ESE) Inclusion Teachers: Collaborate with General Education teachers in delivering instruction, data collection, and differentiating to meet the needs of all students identified with special needs.

Exceptional Student Education (ESE) Resource Teachers: Deliver instruction, collect data, and differentiate to meet the needs of all students identified with special needs.

Title I School Improvement Facilitator: Identifies and analyzes existing literature and programs funded by Title I. Assists with problem-solving activities including data collection, data analysis, intervention planning, and program implementation. Attends RtI review sessions and supports teachers on an ongoing basis. Provides professional development to support implementation of programs purchased through Title I for each grade level throughout the year.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Meets with SBLT monthly to review school data.

Student Services Personnel: School social workers continue to link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success.

Reading Resource Teacher: Supports data collection activities, assists with data analysis; provides information about success of intervention activities based on progress monitoring data. Supports instructional staff with available programs and resources to differentiate for individual needs of all students for highest academic success.

Assessment Teacher, Guidance Counselor, RtI Coordinator, and ESE Resource: Identifies systematic patterns of student needs to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" and provides support for assessment and implementation monitoring. Also, serves on the RtI review committee to determine progress of student interventions. Tracks student data using Performance Data to support instruction appropriate to individual needs.

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 RtI Team will focus meetings around one question: How do we develop and maintain a problem-solving system to meet the needs of our school, our teachers, and in our students?

The team will meet at least once a month (more if necessary) to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development needed as well as provide resources and support. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation of RtI process, and practice new processes and skills. These meetings will center around the goals of the School Improvement Plan and will foster an ongoing analysis of the effectiveness of strategies listed in the plan.

In addition, the team will facilitate the school improvement process by building consensus through targeted discussions, increasing supportive infrastructure focused on problem solving approaches and creative methods to maximize staff efficiency, and making decisions regarding maintaining or altering the course of actions in order to monitor the effectiveness of the goals throughout the year identified in the SIP. Deltona will continually apply the problem solving process at school based leadership team meetings to ensure progress and analysis towards meeting SIP goals. Barriers and strategies will be reexamined for effectiveness and student data results..

MTSS Implementation

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

Our RtI infrastructure has been established and we are working toward building capacity. The RtI team has attended multiple state trainings throughout the past three school years and have used this information to design quality RtI review sessions throughout the year.

Baseline data for Tier I: Florida Comprehensive Assessment Test (FCAT); Florida Assessment for Instruction in Reading (FAIR); Performance Matters Math/Science diagnostic/benchmark assessments two times per year; District Writing prompts rubric scores; analyzed behavior data at schoolwide and classroom levels; focused mini lesson results, and SME lab results.

Ongoing Progress Monitoring/Tier II supports/data: FAIR materials; collection and analysis of behavior data of records in ISS and OSS linked to TERMS/Performance Matters, on-going reading progress monitoring results such as CELLA for ESOL, and SME lab reports linked to small group instructional differentiation.

Tier III: Florida Assessment for Instruction in Reading (FAIR), Performance Matters for Math/Science; collection and analysis of behavior data based on teacher surveys and input from discipline committee members (RtI team), on going reading progress monitoring from FAIR toolkits and input from reading resource teachers, Pearson data results from SM4 small group intensive labs.

PMRN, TERMS, and Performance Matters will be used as data management systems to compile and store data in reading, writing, math, behavior, and science.

Ongoing progress monitoring data in reading and writing will be compiled by the Assessment Coordinator and Guidance. Communication of data results will be infused within Data Chats and PLC sessions specifically targeting topics such as instructional implications of FAIR, and analysis of differentiation of instruction based on mastery of SME topics facilitated by the Assessment Coordinator, RtI Coordinator, and Administration.

Data will also be displayed and monitored frequently on the Data Wall located in the Data Nest, showing the learning gains of all students. Common Improvement Assessment class average data will also be displayed and frequently updated in classrooms. Grade level average data will be displayed in Administrative offices. These reports will be shared by the Assessment Coordinator with SAC, the RtI team, and other stakeholders.

Describe the plan to train staff on MTSS.

The RtI Leadership Team will provide training and support to the school staff on an ongoing basis throughout the school year. An initial training will be presented to staff members through Professional Development (PD) sessions at the start of the year and reviewed every month thereafter during teachers' common planning time. Support will be provided to the staff on a continuous basis as needed or requested.
The RtI team will also evaluate additional staff PD needs during the monthly SBLT meetings.

Describe the plan to support MTSS.

Monthly SBLT meetings, quarterly grade level data chats, and weekly PLC's will be continuous throughout the school year to support the MTSS process at DES.

Literacy Leadership Team (LLT)

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

Principal-Debi Vermette
Assistant Principal-Scott Piesik
RtI-Maureen Keiper
PBS-Amy Gendron/Karl Sabo
Reading Coach-Nancy Snyder
Fast Forward Coach-Cat Fonseca
Media Specialist-Tammy Maggard
Reading Resource Teacher-Sharon Cousins
School Improvement Facilitator-Timothy Etzel
Assessment Teacher-Cindy Casto
Reading Resource Teacher-Joyce Holoden
Science Resource-Patricia Spatz
Kindergarten Teacher-Brenda Piazza
1st Grade Teacher- Caroline Cornillow
2nd Grade Teacher- Lisa Evans
3rd Grade Teacher-Marianne Montesani
4th Grade Teacher-Antionette Aboagye
5th Grade Teacher- Nancy Campbell

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

The Deltona Elementary School Reading Leadership Team (LLT) meets monthly to review data and determine literacy goals and provide focus and direction to the school in regards to Reading. The LLT will also make recommendations for all professional development, as well as PLC topics, as they relate to Reading and Reading strategies. The LLT will make recommendations to the school administration regarding student motivational activities and rewards as they relate to reading as well as being responsible for the organization and implementation of all such approved reading activiities.

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

2012-2013 K-12 Comprehensive Research-Based Reading Plan: Literacy Leadership Teams support text complexity by assisting teachers with the selection and evaluation of complex text. To do this effectively, team members must have a working knowledge of the three components of text complexity. Literacy Leadership Teams also support instructional skills to improve reading comprehension by developing Comprehension Instructional Sequence lessons for teachers and by promoting the five guiding principles listed below.

1. Make close reading and rereading of texts central to lessons.
2. Provide scaffolding that does not preempt or replace text.
3. Ask text dependent questions from a range of question types.
4. Emphasize students supporting answers based upon evidence from the text.
5. Provide extensive research and writing opportunities (claims and evidence).

Providing professional development and support to all instructional personnel in the following areas: FAIR Instructional Implications, Text Complexity, Explicit Instruction, Distributive Guided Practice, such as conferencing strategies and summarizing daily learning using written response journals.

Implementation and utilization of these strategies will be noted by administration and district Reading coaches during Reading walkthroughs and fidelity checks.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/4/2012)

*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.

As parents enroll their child a staff member gives each child an informal assessment and advises parent of the strengths and weaknesses of their child. The parent is educated on the expectations for school readiness and for a successful kindergarten

year. DES holds a yearly Kindergarten Round-up in May to provide parents with useful information, such as curriculum information and behavior expectations for a smooth transition to Kindergarten.

Hernando County provides a free Universal Pre-K program during the summer for all eligible children to help them prepare for Kindergarten. Several private day cares in the district also provide this Universal Pre-K program free of charge. Parents can access a list of all participating day cares in the district providing this free service.

At Deltona Elementary School, there are 2 ESE Pre-K programs for children who are identified through the FDLR's screening once a year.

ESE teachers collaborate with Pre-K teachers to assist in transistion.

*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.

*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?

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

Postsecondary Transition

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

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

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:	We will increase the percentage of students scoring a level 3 in reading by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (93) scored a level 3 in reading.	30% (104) will score a level 3 in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Struggling readers are not receiving daily small group and/or individualized instruction.	Meet monthly with grade level teams to analyze and discuss student performance data.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.

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:	Maintain level of proficiency in reading.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
33.33% (1) scored a level 4,5,or 6 in reading.			100%(3) will score a level 4,5, or 6 in reading.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Pair the student with a peer to summarize material to answer the questions "Who, what, where, When, How, and Why" utilizing verbal comprehension while increasing reading comprehension	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations.
2	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Differentiating instruction using proper modification/accommodations	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments. walkthrough observtions
3	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Differentiating instruction using proper modification/accommodations	Administrators SBLT	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA Test, classrrom assessments, walkthrough observations.

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:	We will increase the percentage of students scoring a level 4 or 5 by 3 percentage points in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (95) scored a level 4 or 5 in reading.	30% (104) will score a level 4 or 5 in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough

					observations, and student journals.
3	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Struggling readers are not receiving daily small group and/or individualized instruction.	Meet monthly with grade level teams to analyze and discuss student performance data.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.

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:	We will increase the percentage of students scoring a level 7 by 33.33% percentage points in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66.66% (2) scored a level 7 or above in reading.	100% (3) will score a level 7 or above in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructors are not aware of available resources or the utilization of such.	Utilizing the instructional specialists for resources and availability for mentoring.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations
2	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Pair the student with a peer to summarize material to answer the questions "Who, what, where, When, How, and Why" utilizing verbal comprehension while increasing reading comprehension	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations.
3	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Differentiating instruction using proper modification/accommodations	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments. walkthrough observtions

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.	We will increase by 4 percentage points the number of

			students making learning gains in reading.		

Reading Goal #3a:	students making learning gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%(115) of students made learning gains in reading.	56%(124) of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Struggling readers are not receiving daily small group and/or individualized instruction.	Meet monthly with grade level teams to analyze and discuss student performance data.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.

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:	We will continue to achieve learning gains for 100% of our students in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3) made learning gains in reading.	We will continue to achieve learning gains for 100% (3) of our students in reading.

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

			Monitoring	Strategy	
1	Instructors are not aware of available resources or the utilization of such.	Utilizing the instructional specialists for resources and availability for mentoring.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAA, classroom assessments, walkthrough observations
2	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Pair the student with a peer to summarize material to answer the questions "Who, what, where, When, How, and Why" utilizing verbal comprehension while increasing reading comprehension	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations
3	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Differentiating instruction using proper modification/accommodations	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments. walkthrough observtions
4	Core instruction does not always include on-going progress monitoring.	On-going progress monitoring tools will be utilized by teachers in order to monitor learning gains made in reading throughout the year.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations
5	Teachers need to recognize changing instruction when it's not working in a timely manner.	Teachers need training in differentiating instruction, materials, ability grouping, alternate response format, use of equipment (smart boards, use of WEB 2.0 tools, ETC) to engage students at all levels.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations
6	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Use methods such a "Cloze" procedure to facilitate comprehension skills.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA Reading Test, classroom assessments, walkthrough observations

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:	We will increase the percentage of students in the lowest 25th percentile making learning gains by 5 percentage points in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%(27) of the lowest 25th percentile made learning gains in reading.	52%(30) of our lowest 25th percentile will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
	Teachers lack the time to	Students will receive	SBLT	Walkthrough	FAIR, FCAT,

2	deliver more intensified instruction to students performing in the lowest quartile.	additional differentiated supplemental instruction during specials rotation forty minutes daily.	Administrators	observations, lesson plans, minutes from Data Chats, Master Schedule, Analyzing student data	Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals.
5	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations

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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 #
	Deltona Elementary School will decrease the achievement gap in reading by 23% over the next five years. Our proficiency percent in 2017 will be 77% in reading.
	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57%	61%	65%	69%	73%	

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:	We will decrease by 10 percentage points the number of white, black, and hispanic students not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 40%(98) Hispanic: 58%(41) Black: 83% (10) not making satisfactory progress in reading.	White 70%(169), Hispanic 52%(37), Black 27%(3) will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
	Concerns related to the five differentiated	Grade level to common plan weekly to review	SBLT Administrators	Walkthrough observations, lesson	FAIR, FCAT, Pearson,

		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2	instructional elements	standards based lessons and delivery model.			plans, and sign-in sheets	Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals.
5	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
6	Struggling readers are not receiving daily small group and/or individualized instruction.	Meet monthly with grade level teams to analyze and discuss student performance data.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.

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:	Decrease the number of students by 10 percentage points not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% (13) of ELL population did not make satisfactory progress in reading.	17% (2) will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals.
	Concerns with lack of model classrooms	District reading and math coach will assist in	SBLT Administrators	Walkthrough observations, lesson	Administrative walkthrough

4	focusing on specific best practices.	creating one model classroom per grade level by end of January 2013.		plans, and sign-in sheets.	observations
5	Struggling readers are not receiving daily small group and/or individualized instruction.	Meet monthly with grade level teams to analyze and discuss student performance data.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.

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:	Decrease the number of students by 10 percentage points not making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% (33) did not make satisfactory progress in reading.	35% (15)will make satisfactory progress in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing.	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data.	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Struggling readers are not receiving daily small group and/or individualized instruction.	Provide small group instruction that targets specific reading deficits.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.

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:

We will decrease by 10 percentage points the number of students that did not make satisfactory progress in reading.

2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(135) did not make satisfactory progress in reading.	62%(175)will make satisfactory progress in reading.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns with delivery of lesson and lack of Higher Order Text Complexity.	District reading coach will model lessons and offer professional development training two to three times weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, FAIR, Pearson, Lesson Plans, walkthrough observations, and student journals
3	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
4	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Team Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
5	Teachers lack knowledge in their grade level curriculum.	Teachers will engage in training on their grade level curriculum in order to master questioning strategies and techniques that promote higher order thinking and increased levels of cognitive complexity aligned to benchmarks and standards.	SBLT Team Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
6	Teachers need structure to plan and deliver lessons to focus on incorporating rigor and text complexity.	Teachers unpack the benchmarks, use appropriate level of cognitive complexity for planning and delivery that follow the gradual release of responsibility model within common lessons.	SBLT Team Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
7	Struggling readers are not receiving daily small group and/or individualized instruction.	Meet monthly with grade level teams to analyze and discuss student performance data.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District Reading Coaches will provide trainings	K through 5 all subject areas	Elementary Assistant will schedule and prepare agenda for all trainings.	All instructional staff	Plc's weekly, Grades level Data Chats quarterly, specific trainings scheduled throughout school year.	Sign-in sheets from Data Chats, PLC's, and all other scheduled trainings.	Administration

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Test-taking Strategies	Books purchased for grades three, four, and five	Title I	$5,000.00
Accelerated Reading	Program for grades K-5	Title I	$10,000.00
		Subtotal: $15,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Scientific Learning (FastForWord & Reading Assistant) Pearson (SME & Waterford) Tune Into Reading	Computerized programs for academic success for all DES students	Title I	$10,000.00
		Subtotal: $10,000.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District Reading Coach	Training and modeling for all Instructional staff	Title I & Title II	$18,000.00
		Subtotal: $18,000.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Aligning Curriculum	Title I Grant funded sessions for teachers to review NGSSS and CCSSSS for implementation in classroom instruction.	Title I Grant	$10,000.00
Two Reading Resource Teachers	Provide direct instruction to students identified as performing below grade level.	Title I	$150,000.00
School Improvement Facilitator	1/2 Salary	Title I	$30,000.00
Lab Manager	Salary and Benefits	Title I	$33,000.00
		Subtotal: $223,000.00	
Grand Total: $266,000.00			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 44.44% (16)in the 2011-12 school year to 77% (28) in listening/speaking.

2012 Current Percent of Students Proficient in listening/speaking:

44.44% (56) are proficient in Listening/Speaking.

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	Multiple listening and speaking opportunities are not provided for ELLs during mainstream English/Language Arts classes, core classes, and supplemental extended day/year programs to support accurate measures in gains.	Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including listening and speaking and emphasize developing ELL's English language proficiencies.	ESOL Lead Teacher, SBLT Administrators	Walkthrough observations, Data Chats, analyzing student data and past CELLA scores.	CELLA Test scores
2	A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to listening and speaking is needed in supplemental extended day/year programs.	Supplemental training will be conducted 2-3 times during the school year by experienced trainers for extended day/year teachers and paraprofessionals on how to use targeted instructional strategies and best practices in listening and speaking for ELLs.	ESOL Lead Teacher, SBLT Administrators	Walkthrough observations, Data Chats, analyzing student data and past CELLA scores.	CELLA Test scores

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:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 39% (14) in the 2011-12 school year to 63% (23) in reading.

2012 Current Percent of Students Proficient in reading:

39% (14) students were proficient in Reading.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies	Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including reading, and emphasize developing ELL's English proficiencies	ESOL Lead Teacher, SBLT Administrators	Walkthrough observations, Data Chats, analyzing student data and past CELLA scores.	CELLA Test

| | | in reading for ELLs is needed. | | | | |
| 2 | A prescriptive approach, derived from CELLA data, targeting students areas of deficiencies related to reading is needed in supplemental extended day/year programs. | ESOL paraprofessionals will assist in providing needed support in group and individualized settings utilizing bilingual instruction and ESOL instructional learning strategies focused on particular areas of deficiencies and supportive building blocks such as vocabulary development and comprehension techniques. | ESOL Lead Teacher, SBLT Administrators | Walkthrough observations, Data Chats, analyzing student data and past CELLA scores. | CELLA Test |

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	By the end of the 2012-2013 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 31% (11) in the 2011-12 school year to 65% (23)in writing.

2012 Current Percent of Students Proficient in writing:

31% (11) students were proficient in Writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional training for mainstream English/Language Arts and core content classroom teachers in best practices, targeted instruction, and effective strategies in writing for ELLs is needed.	Supplemental Extended day/year programs that are prescriptive toward ELLs areas of deficiencies, including writing, and emphasize developing ELL's English proficiencies	ESOL Lead Teacher, SBLT Administrators	Walkthrough observations, Data Chats, analyzing student data and past CELLA scores.	CELLA Test
2	A prescriptive approach, based on CELLA data, targeting students areas of deficiencies related to writing is needed in supplemental extended day/year programs.	Professional development will be provided by ESOL Lead teachers to mainstream classroom teachers focusing on best practices, targeted instruction, and effective strategies to support ELLs in deficient areas while still maintaining support in other assessed areas.	ESOL Lead Teacher, SBLT Administrators	Walkthrough observations, Data Chats, analyzing student data and past CELLA scores.	CELLA Test

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
Rosetta Stone Classroom Version 3	Rosetta Stone English Levels 1-5 (Online annual fixed licenses) and/or Orchard Software, Syboney Learning Group Language Arts K-3, 4-6, 7-9 bundles	District Title III, Part A Grant	$11,950.00
			Subtotal: $11,950.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Rosetta Stone onsite	Training ESOL Lead teachers/contacts and ESOL Paraprofessionals representing all sites-	District Title III, Part A Grant funds	$2,100.00
			Subtotal: $2,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $14,050.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	We will increase the number of students scoring a level 3 by 6 percentage points in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%(106) scored a level 3 in mathematics.	37%(128) will score a level 3 in mathematics. (NCLB Element 5)

	Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of inquiry based learning.	District math coach will model lessons and offer professional development trainings weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Teachers lack the knowledge and opportunities to incorporate inquiry based learning in daily lessons.	STEMS resource/coach will provide training and support to teachers and students.	SBLT Administration STEMS Resource Teacher	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals
6	Teachers lack knowledge in their grade level curriculum.	Techers will utilize a supplemental math program Acaletics to assist with understanding, monitoring, and progress monitor core curruculum.	SBLT, Administration	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals

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:	We will continue to have no students score below a 7 in mathematics.
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	0%(0) students scored a level 4,5, or 6 in mathematics.	We will continue to have no students score below a 7 in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Pair the student with a peer to summarize material to answer the questions "Who, what, where, When, How, and Why" utilizing verbal comprehension while increasing reading comprehension	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations.
2	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Differentiating instruction using proper modification/accommodations	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments. walkthrough observtions

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:	We will increase the number of students scoring a level 4 or 5 by 3 percentage points in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12%(41) scored a level 4 or 5 in mathematics.	15%(52) will score a level 4 or 5 in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
	Concerns with delivery of lesson and lack of inquiry	District math coach will model lessons and offer	SBLT Administrators	Walkthrough observations, lesson	FCAT, Pearson, Performance

3	based learning.	professional development trainings weekly.		plans, and sign-in sheets	Matters, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Teachers lack the knowledge and opportunities to incorporate inquiry based learning in daily lessons.	STEMS resource/coach will provide training and support to teachers and students.	SBLT Administrators STEM Resource Teacher	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals
6	Teachers lack knowledge in their grade level curriculum.	Techers will utilize a supplemental math program Acaletics to assist with understanding, monitoring, and progress monitor core curruculum.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals

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:	We will continue to have 100% (3) of students score a level 7 or higher in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3) of students scored a 7 or higher in mathematics.	We will continue to have 100% (3) of students score a level 7 or higher in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructors are not aware of available resources or the utilization of such.	Utilizing the instructional specialists for resources and availability for mentoring.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations
2	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Pair the student with a peer to summarize material to answer the questions "Who, what, where, When, How, and Why" utilizing verbal comprehension while increasing reading comprehension	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations.
3	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Differentiating instruction using proper modification/accommodations	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments. walkthrough observtions

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:			We will increase the number of students making learning gains by 6 percentage points in mathematics.	
	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	40%(88) made learning gains in mathematics.			46%(101) of our students will make learning gains in mathematics.	

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of inquiry based learning.	District math coach will model lessons and offer professional development trainings weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Teachers lack the knowledge and opportunities to incorporate inquiry based learning in daily lessons.	STEMS resource/coach will provide training and support to teachers and students.	SBLT Administrators STEMS Resource Teacher	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals
6	Teachers lack knowledge in their grade level curriculum.	Techers will utilize a supplemental math program Acaletics to assist with understanding, monitoring, and progress monitor core curruculum.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals

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:	We will continue to achieve learning gains for 100% of our students in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(3) made learning gains in mathematics.	We will continue to achieve learning gains for 100%(3) of our students in mathematics.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructors are not aware of available resources or the utilization of such.	Utilizing the instructional specialists for resources and availability for mentoring.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAA, classroom assessments, walkthrough observations
2	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Pair the student with a peer to summarize material to answer the questions "Who, what, where, When, How, and Why" utilizing verbal comprehension while increasing reading comprehension	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations
3	Teachers instructing whole class only and no differentiating instruction to the level of students' ability in small group, centers, or one to one.	Differentiating instruction using proper modification/accommodations	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments. walkthrough observtions

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:	We will increase the number of students in the lowest 25th percentile making learning gains by 6 percentage points in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(18) of the lowest 25th percentile made learning gains in mathematics.	38%(22) of our lowest 25th percentile will make learning gains in mathematics.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Teachers lack the time to deliver more intensified instruction to students performing in the lowest quartile.	Students will receive additional differentiated supplemental instruction during specials rotation forty minutes daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, Master Schedule, Analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and

					student journals.
4	Concerns with delivery of lesson and lack of inquiry based learning.	District math coach will model lessons and offer professional development trainings weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
5	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
6	Teachers lack the knowledge and opportunities to incorporate inquiry based learning in daily lessons.	STEMS resource/coach will provide training and support to teachers and students.	SBLT Administrators STEMS Resource Teacher	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	Deltona Elementary School will decrease the achievement gap in math by 24% over the next five years. Our proficiency percent in 2017 will be 72% in math. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48%	53%	57%	62%	67%	

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:	We will decrease by 10 percentage points the number of White, Black, and Hispanic students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 55%(133), Black: 83%(10),and Hispanic: 59%(42) students are not making satisfactory progress in mathematics.	White 55%(133), Hispanic 51%(36), Black 27%(3) will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
	Concerns with delivery of	District math coach will	SBLT	Walkthrough	FCAT, Pearson,

#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3	lesson and lack of inquiry based learning.	model lessons and offer professional development trainings weekly.	Administrators	observations, lesson plans, and sign-in sheets	Performance Matters, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Teachers lack the knowledge and opportunities to incorporate inquiry based learning in daily lessons.	STEMS resource/coach will provide training and support to teachers and students.	SBLT Administrators STEMS Resource Teacher	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals
6	Teachers lack knowledge in their grade level curriculum.	Techers will utilize a supplemental math program Acaletics to assist with understanding, monitoring, and progress monitor core currculum.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals

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.	Decrease the number of ELL students by 10 percentage points not making satisfactory progress in mathematics.
Mathematics Goal #5C:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
93%(13) of ELL students did not make satisfactory progress in mathematics.	We will increase by 17%(2) ELL students making satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement					
#	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of inquiry based learning.	District math coach will model lessons and offer professional development trainings weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
	Teachers lack the	STEMS resource/coach	SBLT	Walkthrough	FCAT, Pearson,

				observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	Performance Matters, Lesson Plans, walkthrough observations, and student journals
5	knowledge and opportunities to incorporate inquiry based learning in daily lessons.	will provide training and support to teachers and students.	Administrators STEMS Resource Teacher		
6	Teachers lack knowledge in their grade level curriculum.	Techers will utilize a supplemental math program Acaletics to assist with understanding, monitoring, and progress monitor core curruculum.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals

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:	We will decrease by 3 percentage points the number of SWD students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(32) of our SWD students did not make satisfactory progress in mathematics	70%(31) of our SWD students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need more opportunities to respond in writing.	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data.	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with delivery of lesson and lack of inquiry based learning.	District math coach will model lessons and offer professional development trainings weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
4	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
5	Teachers lack the knowledge and opportunities to incorporate inquiry based learning in daily lessons.	STEMS resource/coach will provide training and support to teachers and students.	SBLT Administrators STEMS Resource Teacher	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals
6	Teachers lack knowledge in their grade level curriculum.	Techers will utilize a supplemental math program Acaletics to assist with understanding, monitoring, and progress	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals

				monitor core curruculum.		

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	We will decrease by 10 percentage points the number of Economically Disadvantaged students not making satisfactory progress in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(166)of Economically Disadvantaged students did not make satisfactory progress in mathematics.	50%(139) of our Economically Disadvantaged students will make satisfactory progress in mathematics.

Problem-Solving Process to Increase Student Achievement				

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Concerns related to the five differentiated instructional elements	Grade level to common plan weekly to review standards based lessons and delivery model.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FAIR, FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
2	Concerns with delivery of lesson and lack of inquiry based learning.	District math coach will model lessons and offer professional development trainings weekly.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
3	Concerns with lack of model classrooms focusing on specific best practices.	District reading and math coach will assist in creating one model classroom per grade level by end of January 2013.	SBLT Administrators	Walkthrough observations, lesson plans, and sign-in sheets.	Administrative walkthrough observations
4	Teachers lack the knowledge and opportunities to incorporate inquiry based learning in daily lessons.	STEMS resource/coach will provide training and support to teachers and students.	SBLT Administrators STEMS Resource Teacher	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals
5	Students need more opportunities to respond in writing	Teachers will have students respond in writing to text daily.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
6	Teachers lack knowledge in their grade level curriculum.	Teachers will engage in training on their grade level curriculum in order to master questioning strategies and techniques that promote higher order thinking and increased levels of cognitive complexity aligned to benchmarks and standards.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.
7	Teachers need structure to plan and deliver lessons to focus on incorporating rigor and text complexity.	Teachers unpack the benchmarks, use appropriate level of cognitive complexity for planning and delivery that follow the gradual release of responsibility	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals

		model within common lessons.			
8	Teachers lack knowledge in their grade level curriculum.	Techers will utilize a supplemental math program Acaletics to assist with understanding, monitoring, and progress monitor core curruculum.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FCAT, Pearson, Performance Matters, Lesson Plans, walkthrough observations, and student journals

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Acaletics Consultants, District Coaches implementation of SRA Number World.	K through 5 all subject areas	Elementary Assistant will schedule and prepare agenda for all trainings.	All instructional staff	Plc's weekly, Grades level Data Chats quarterly, specific trainings scheduled throughout school year.	Sign-in sheets from Data Chats, PLC's, and all other scheduled trainings.	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
FCAT Test-taking Strategies	Books purchased for grades three, four, and five	Title I	$5,000.00
Acaletics	Supplemental math program for grades three, four, and five.	Title I	$44,000.00
		Subtotal: $49,000.00	
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Scientific Learning (FastForWord) Pearson (SME)	Computerized programs for academic success for all DES students	Title I	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Acaletics consultant	Substitutes to provide training to all staff on implementation of newly purchase Acaletics	Title I & II	$18,000.00
		Subtotal: $18,000.00	
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Lab Manager	Salary and Benefits	Title I	$33,000.00
STEM Resource Teacher	Salary and Benefit	Title I	$20,000.00
		Subtotal: $53,000.00	
		Grand Total: $120,000.00	

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	We will increase the percentage of students scoring a level 3 in science by 3 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29%(37) scored a level 3 in science.	32%(41) will score level 3 in science.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge). Students require more inquiry based learning opportunities in science instructional lessons and laboratory activities that incorporate vocabulary development, scientific process, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation of results.	Science K-5 teachers must include and differentiate different levels of cognitive complexity questions and incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, and writing opportunities in instruction and assessments. Science teachers (K-5) will incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, Common Core Standards, and cognitive complexity in instruction, laboratory activities (formal or informal), and assessments.	STEM Resource Teacher SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals.

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:	Maintain all students (2) to score a level 7 or higher on the Florida Alternate Assessment Science test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0) students scored a 4, 5, or 6 on the Florida Alternate Assessment Science test.	0%(0) students will score a 4, 5, or 6 on the Florida Alternate Assessment Science test.

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	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge). Students require more inquiry based learning opportunities in science instructional lessons and laboratory activities that incorporate vocabulary development, scientific process, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation of results.	Science K-5 and 6-8 teachers must include and differentiate different levels of cognitive complexity questions and incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, and writing opportunities in instruction and assessments.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA Test, classroom assessments
2	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge). Students require more inquiry based learning opportunities in science instructional lessons and laboratory activities that incorporate vocabulary development, scientific process, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation of results. Science K-5 teachers must include and differentiate different levels of cognitive complexity questions and incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, and writing opportunities in instruction and assessments.	Science teachers (K-5) will incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, Common Core Standards, and cognitive complexity in instruction, laboratory activities (formal or informal), and assessments.	STEM Resource Teacher SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAA Test, classroom assessments

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	We will increase by 3 percentage points the number of students scoring a level 4 or 5 in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	7%(9) scored a level 4 or 5 in science.		10%(13) will score a level 4 or 5 in science.		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge). Students require more inquiry based learning opportunities in science instructional lessons and laboratory activities that incorporate vocabulary development, scientific process, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation of results.	Science K-5 teachers must include and differentiate different levels of cognitive complexity questions and incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, and writing opportunities in instruction and assessments. Science teachers (K-5) will incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, Common Core Standards, and cognitive complexity in instruction, laboratory activities (formal or informal), and assessments.	STEM Resource Teacher SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAIR, FCAT, Pearson, Fast ForWord, Performance Matters, Lesson Plans, walkthrough observations, and student journals

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:	100% (2) students will continue to score a level 7 or higher in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) students scored a level 7 or higher in science.	100% (2) students will score a level 7 or higher in science

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students require enrichment in Inquiry based learning activities beyond "guided inquiry" and provide opportunities for students to formulate predictions, organize and interpret data, and communicate results using science terminology.	Teachers provide enrichment in Inquiry based learning activities beyond "guided inquiry" and provide opportunities for students to formulate predictions, organize and interpret data, and communicate results using science terminology.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAA Test, classroom assessments

2	Students require more preparation through classroom instruction and assessment with respect to questions representing different levels of cognitive complexity (ex: Webb's Depth of Knowledge). Students require more inquiry based learning opportunities in science instructional lessons and laboratory activities that incorporate vocabulary development, scientific process, scientific thinking and reasoning, writing, investigation, and interpretation or evaluation of results. Science K-5 teachers must include and differentiate different levels of cognitive complexity questions and incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, and writing opportunities in instruction and assessments.	Science teachers (K-5) will incorporate inquiry based learning activities, science vocabulary, scientific thinking and reasoning skills, Common Core Standards, and cognitive complexity in instruction, laboratory activities (formal or informal), and assessments.	STEM Resource Teacher SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, master schedule, analyzing student data	FAA Test, classroom assessments

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
STEMS Resource Teacher and District Support	K through 5 all subject areas	Elementary Assistant will schedule and prepare agenda for all trainings.	All instructional staff	Plc's weekly, Grades level Data Chats quarterly, specific trainings scheduled throughout school year.	Sign-in sheets from Data Chats, PLC's, and all other scheduled trainings.	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
To provide teachers with effective materials for instruction	Science k-5 instructional materials purchased for all teachers.	District	$10,000.00
			Subtotal: $10,000.00
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
To provide teachers with professional development in an effort to master their curriculum	Science k-5 Fusion Professional Development	District	$1,000.00
			Subtotal: $1,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Resource Teacher to increase knowledge base of the STEM program throughout school community. In an effort to raise Science FCAT scores. STEM teacher will teach a STEM course during special rotation. Any student who does not attend specials will be invited to attend STEM Saturday school. STEM Resource Teacher will assist classroom teachers how to incorporate the STEM philosophy in their instruction.	Salary and Benefits	Title I	$20,000.00
To provide materials for teachers to increase inquiry based learning in all grade levels.	State Science Instructional lab material.	District	$1,000.00
			Subtotal: $21,000.00
			Grand Total: $32,000.00

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:	We will increase by 1 percentage point the number of students scoring a level 3 or above in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
96%(101) scored a level 3 or higher in writing.	97%(108) will score a level 3 or above in writing.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The state raising the proficient score from 3 to 3.5.	To continue district wide writing prompts to assess student performance and identify proper accommodations. Increasing writing throughout the curriculum utilizing correct grammar.	SBLT Administrators	District writing prompts, student will document in daily journals throughout curriculum to privide evidence of learning.	FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Increase by 100 percentage points the number of students scoring 4 or above in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0) achieved a 4 or above in writing.	100% (1) of students will score 4 or above in writing.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Can only write simple, short, noncomplex sentences	Provide elaborated sentences in which the student works on identifying the descriptive vocabulary and then highlights.	SBLT Administrators	Walkthrough observations, lesson plans, minutes from Data Chats, analyzing student data	FAA, classroom assessments, walkthrough observations

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						

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
Provide training for grade level teachers in implementing writing curriculum across the grade levels	Substitutes for Grade Level Data Chats to allow instructional staff to attend trainings.	Title II	$18,000.00

			Subtotal: $18,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $18,000.00

End of Writing Goals

Attendance Goal(s)

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

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

1. Attendance	
Attendance Goal #1:	We will increase our attendance by 2 percentage points
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
Our overall attendance rate is 92%.	By May 2013, Deltona Elementary will have a 94% attendance rate.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
261 students had excessive absences.	235 students will have excessive absences (decreased by 10%).
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
180 students had excessive tardies in the 2011-2012 school year.	162 students or less will have excessive tardies (decreased by 10%) in the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents may not have a true conception of the number of absences or tardies that their child may have incurred and the importance it has on academic achievement.	Administration and classroom teachers will work in collaboration with the student services deparment's social worker and Title I parent educator to foster positive relationships with the families and increase communication with parents in an attempt to enhance parental awareness of the importance of attendance for academic success. Guidance counselors, classroom teachers, and school social worker will track and	Guidance,Data Entry, classroom teacher, and Social worker	We will conduct a quarterly comparison of last years attendance with this years to determine if it is improving.	Attendance records

| 2 | Parents and students understanding of the corrolation of the amount of absences and tardies and their academic success. | Students with attendance issues will be assigned a mentor through the PBS Committee to chedk daily on them. In addition front office has been trained to notify parents that their child is missing instruction and ask for doctor or dentist notes upon arrival or early dismissal. Special attendance requests are being approved only student does not have excessive tardies and/or absences. | Classroom teachers, PBS coordinator, mentors, front office staff, school nurse, and Administration | We will conduct a quarterly comparison of last years attendance with this years to determine if it is improving. | Attendance records |

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
Quarterly review of student attendance in Data CHats.	All classroom teachers.	Administration	School-wide	Each nine week Data Chat.	Review of attendance records.	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

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:	By May 2013, DES will decrease our number of school suspensions by 5%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
135	128
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
71	68
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
83	79
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
32	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	Consistency of following school - wide expections in our school.	PBS is fully implemented in our school and students will work hard to be recognized and rewarded for positive behavior.	Guidance and Administration	Compare quarterly the number of disciplines written to the 2011-2012 school year to monitor effectivness of PBS implementation.	Performance Matters RtI B

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

Administration and PBS Team will provide guidelines for implementing PBS to create a positive learning environment.	Pre K through fifth grade.	Administration and PBS Team	School-wide	Quarterly	Performance Matters discipline tracking.	Administration and PBS Team

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
Administration and PBS Team will provide traing to all staff	PBS initial Power Point overview and follow-up qurterly Data Nest grade level meetings.	Title I, Title II	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

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.*	By the end of 2013, Deltona Elementary will increase the number of parents who particpiate in ongoing school activities designed for parent participation by 5%
2012 Current Level of Parent Involvement:	**2013 Expected Level of Parent Involvement:**
The percentage of parent involvement for school activities in 2012 was 88%	The expected level of parent involvement for 2012-2013 will increase by 5% for a school wide expectancy of 93%.
Problem-Solving Process to Increase Student Achievement	

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

			Monitoring	Strategy	
1	Parents may not understand what a Title I school is and the opportunities they have for learning about and participating in their child's education at Deltona Elementary. Parents may not know how to be involved in their child's curriculum and academic progress.	We will convene an annual meeting for parents to gather information about Title I schools informing parents of all the resources available to them in a joint effort for academic success for their child(ren). Notification will be sent via global connect, planner, and pre-printed flier.	Parent Educator,School Improvement Facilitator, Administration	Parent feedback, Parent Surveys, Sign in logs from parent activity events.	Sign in sheets,event response forms, parent contact logs, parent surveys.
2	Due to the current economic times, families are finding it challenging to attend many school functions.	Deltona Elementary will hold several curriculum nights with ongoing information sharing and strategies to work with their children at home to increase student achievement.	Parent Educator,School Improvement Facilitator, Administration,	Parent survey's, agendas, parent sign-in sheets, increases in student achievment and data from participating families.	School wide assessment, sign in logs, event response forms.

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
Increase materials for parents.	Check-out materials for parents and student.	Title I	$2,000.00
		Subtotal: $2,000.00	

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
Site-based Parent Educator (full time)	Salary and Benefits	Title I	$33,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	K-5 students will receive hands-on inquiry based science and mathematics instruction. Forty two percent of our students were proficient in mathematics and thirty six percent were proficient in science in 2012. Our goal for 2013 is to increase mathematic proficiency by six percentage points and our science proficiency by six percentage points.

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 require additional training in Science, Technology, Engineering, and Mathematics in preparation for the new STEM accountability requirements.	Teachers unpack the benchmarks, use appropriate level of cognitive complexity for planning and delivering that follow the gradual release of responsibility model within the common lessons. In addition, utlizing a supplemental math program Acaletics to assist with understanding, monitoring and progress monitor core curriculum.	SBLT Administration STEM Resource Teacher	Walkthroughs, observations, master schedule, data chats	Acaletics tests, classroom assessments, FCAT tests.
2	Teachers lack the knowledge and opportunities to incorporate inquiry bases learning in daily lessons.	STEMS resource teacher will provide training and support to teachers and students.	SBLT Administration STEM Resource Teacher	Walkthroughs, observations, master schedule, data chats, PLC's	Acaletics tests, classroom assessments, FCAT tests.

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Resource	Salary and Benefits	Title I	$20,000.00
			Subtotal: $20,000.00
			Grand Total: $20,000.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FCAT Test-taking Strategies	Books purchased for grades three, four, and five	Title I	$5,000.00
Reading	Accelerated Reading	Program for grades K-5	Title I	$10,000.00
Mathematics	FCAT Test-taking Strategies	Books purchased for grades three, four, and five	Title I	$5,000.00
Mathematics	Acaletics	Supplemental math program for grades three, four, and five.	Title I	$44,000.00
Science	To provide teachers with effective materials for instruction	Science k-5 instructional materials purchased for all teachers.	District	$10,000.00
Parent Involvement	Increase materials for parents.	Check-out materials for parents and student.	Title I	$2,000.00
				Subtotal: $76,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Scientific Learning (FastForWord & Reading Assistant) Pearson (SME & Waterford) Tune Into Reading	Computerized programs for academic success for all DES students	Title I	$10,000.00
CELLA	Rosetta Stone Classroom Version 3	Rosetta Stone English Levels 1-5 (Online annual fixed licenses) and/or Orchard Software, Syboney Learning Group Language Arts K-3, 4-6, 7-9 bundles	District Title III, Part A Grant	$11,950.00
Mathematics	Scientific Learning (FastForWord) Pearson (SME)	Computerized programs for academic success for all DES students	Title I	$0.00
				Subtotal: $21,950.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	District Reading Coach	Training and modeling for all Instructional staff	Title I & Title II	$18,000.00
CELLA	Rosetta Stone onsite	Training ESOL Lead teachers/contacts and ESOL Paraprofessionals representing all sites-	District Title III, Part A Grant funds	$2,100.00
Mathematics	Acaletics consultant	Substitutes to provide training to all staff on implementation of newly purchase Acaletics	Title I & II	$18,000.00
Science	To provide teachers with professional development in an effort to master their curriculum	Science k-5 Fusion Professional Development	District	$1,000.00
Writing	Provide training for grade level teachers in implementing writing curriculum across the grade levels	Substitutes for Grade Level Data Chats to allow instructional staff to attend trainings.	Title II	$18,000.00
Suspension	Administration and PBS Team will provide traing to all staff	PBS initial Power Point overview and follow-up qurterly Data Nest grade level meetings.	Title I, Title II	$1,000.00
				Subtotal: $58,100.00

		Other		
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Aligning Curriculum	Title I Grant funded sessions for teachers to review NGSSS and CCSSSS for implementation in classroom instruction.	Title I Grant	$10,000.00
Reading	Two Reading Resource Teachers	Provide direct instruction to students identified as performing below grade level.	Title I	$150,000.00
Reading	School Improvement Facilitator	1/2 Salary	Title I	$30,000.00
Reading	Lab Manager	Salary and Benefits	Title I	$33,000.00
Mathematics	Lab Manager	Salary and Benefits	Title I	$33,000.00
Mathematics	STEM Resource Teacher	Salary and Benefit	Title I	$20,000.00
Science	STEM Resource Teacher to increase knowledge base of the STEM program throughout school community. In an effort to raise Science FCAT scores. STEM teacher will teach a STEM course during special rotation. Any student who does not attend specials will be invited to attend STEM Saturday school. STEM Resource Teacher will assist classroom teachers how to incorporate the STEM philosophy in their instruction.	Salary and Benefits	Title I	$20,000.00
Science	To provide materials for teachers to increase inquiry based learning in all grade levels.	State Science Instructional lab material.	District	$1,000.00
Parent Involvement	Site-based Parent Educator (full time)	Salary and Benefits	Title I	$33,000.00
STEM	STEM Resource	Salary and Benefits	Title I	$20,000.00
			Subtotal: $350,000.00	
			Grand Total: $506,050.00	

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

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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.

 No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

In past years our SAC did not meet the balanced number of teachers and parents. At this years open house we recruited some parents to join SAC for the 2012-2013 school year. Our Parent Educator will be inviting each parent to our first meeting on September 7, 2012. At this meeting we will determine the best time and dates for future meetings to allow for the highest participation.

Describe projected use of SAC funds	Amount
No data submitted	

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

We will be holding our first meeting on September 12, 2012. The dates and time for future meetings to be voted on at the first scheduled meeting. Continued meetings for parents, teachers, and community stakeholders activities will be to help Deltona Elementary School in meeting their 2012 & 2013 SIP goals.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hernando School District DELTONA ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	63%	86%	38%	259	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	49%			113	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?	56% (YES)	64% (YES)			120	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					492	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Hernando School District DELTONA ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	72%	67%	81%	44%	264	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%	58%			121	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	56% (YES)	71% (YES)			127	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					512	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested