

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: CITRUS GROVE ELEMENTARY

District Name: Volusia

Principal: Barbara Head

SAC Chair: Sarah Sieg & Nicole Duchesneau

Superintendent: Margaret Smith

Date of School Board Approval: December 11, 2012

Last Modified on: 10/19/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Claire O'Connor	BA Elementary Education Master of Education - Reading Educational Specialist – Education Leadership ESOL Endorsement	2	2	2012- Citrus Grove B School, (53%R/51% M, LG 63%/R, 66%M, LQ 53%R, 58%M)
		BS Elementary Education			2012- Citrus Grove B School(53%R/51%M, LG 63%/R, 66%M, LQ 53%R, 58%M) 2011- Edith I. Starke B School , AYP 70% R/63%M, 58%R/57%M, 50%R/57%M) 2010 – Edith I. Starke C School, AYP 69% (67%R/63%M, 58%R/60%M, 43%R/63%M)

Principal	Barbara Head	MA Educational Leadership Elementary Education/ESOL/Principal Certification Reading Recovery Certified Teacher	2	16	2009 – Edith I. Starke A School, AYP 97% (65% R/69% M; 68% R/71% M; 81% R/73% M) * 2008 – Edith I. Starke C School, AYP 64% (65% R/57% M; 63% R/53% M; 61% R/57% M) * 2007 – Edith I. Starke A School, AYP 85% (62% R/55% M; 72% R/ 55% M; 81% R/63% M) * 2006 – Edith I. Starke B School, AYP 100% (73% R/59% M; 60% R/65% M; 57% R/NA% M)
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Language Arts	Desiree Rybinski	Bachelor's Elementary Education Master of Education in Reading	2	10	2012- Citrus Grove B School, (53%R/51% M, LG 63%/R, 66%M, LQ 53%R, 58%M) 2011- Edith I. Starke B School , AYP (70% R, 58%R LG, 50%R LQ) 2010 – Edith I. Starke C School, AYP 69% (67%R; 58%R LG; 43%R LQ) 2009 – Edith I. Starke A School, AYP 97% (65% R; 68% R LG; 81% R LQ) * 2008 – Edith I. Starke C School, AYP 64% (65% R; 63% R LG; 61% R LQ) * 2007 – Edith I. Starke A School, AYP 85% (62% R; 72% R LG; 81% R LQ) * 2006 – Edith I. Starke B School, AYP 100% (73% R; 60% R LG; 57% R LQ) * 2005- Edith I. Starke C School Grade, AYP 70% (69% R; 56%R LG; 47% R LQ Prior to 2005, the reading coach was a classroom teacher.
Science Math	Rhonda Scull	Masters in ESE K-12 BA in P.E. – K-12	2	4	2012- Citrus Grove B School, (53%R/51% M, LG 63%/R, 66%M, LQ 53%R, 58%M) 2011-A School (River Springs, AYP - NO (67% M, 66% MLG, 58% MLQ, 72% R, 63% RLG, 61% RLQ) GRADE Pending – Pine Ridge AYP – NO (38R% 41%RLG, 39% LQR,70% M,73%LGM 66%LQM)

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	Volusia County Schools Peer Assistance Review includes individual professional development, mentors, peer classroom visits, and support from grade level lead teachers.	PAR Mentor	June 2013	
2	Principal attends recruiting job fairs and works through requests to the county's recruitment office.	Principal	June 2013	
3	Celebrate/Recognize Teachers	Faculty and Staff	June 2013	
4	Professional Learning Communities weekly meetings with grade level, school based coaching staff, and district staff	Principal School Based Coaching Staff Grade Level Lead Teacher	June 2013	
5	All teachers are provided with staff development opportunities that support current implementation of programs such as MacMillan, Elements of Reading, and student assessments such as FAIR, DIBELS, and county mandated progress monitoring and diagnostic tests.	Principal School Based Coaching Staff District Support Staff	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
1	Teacher will receive the support of a PAR teacher, coaching and mentoring from school based district staff.

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
53	5.7%(3)	34.0%(18)	32.1%(17)	28.3%(15)	50.9%(27)	98.1%(52)	32.1%(17)	1.9%(1)	67.9%(36)

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
Donna Fine Michael Phillips	Brian Wood	Brian Wood is a first-year teacher being mentored by the PAR Teacher.	Coaching, observations, and E3 (Teacher Induction Program)
Donna Fine Michael Phillips	Kerstin Hardenbrook	Kerstin Hardenbrook is a first-year teacher being mentored by the PAR Teacher.	Coaching, observations, and E3 (Teacher Induction Program)
Donna Fine Michael Phillips	Rebecca Morin	Rebecca Morin is a first-year teacher being mentored by the PAR Teacher.	Coaching, observations, and E3 (Teacher Induction Program)

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all

special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Citrus Grove Elementary include:

- Academic Coach for the purpose of comprehensive staff development
- Math Intervention Teacher to provide interventions for students in need via a push-in model
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for ongoing staff development as determined by the results of FCAT data
- Parent To Kids workshops to teach literacy skills to parents so they can help their children to become better reader

Title I, Part C- Migrant

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

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Citrus Grove offers the following non-violence and anti-drug programs:

Bully Curriculum

The goal for Citrus Grove Elementary is No Bullies only winners doing their best! The bully curriculum at Citrus Grove is literature based and involves all grades. Each grade uses a different book as a visual tool in the lessons on bullying. Beginning in kindergarten a common language is developed which continues throughout the curriculum. Students will learn the difference between physical and relational aggression. They will also learn what an upstander is and the power of upstanders to stop bullying. In addition, they will learn strategies on how to properly handle bullying. Families are encouraged to have discussions with their child about bullying to make sure that their child is not being bullied and to make sure that their child is not bullying other children.

Core Essentials

The guidance curriculum is based on the character education program Core Essentials. Through this program the school focuses on a different value each month. These values range from respect in September to patience in May. A different newsletter is posted on the web site sharing different ways that families can support the value at home and classes will learn about the value thru their guidance special area class!

Red Ribbon Week

Each year Citrus Grove supports Red Ribbon Week ad its message of students being alcohol and other drug free. During the week students hear different positive messages about healthy living. Contests are held between classes where they are

provided an opportunity to showcase their ideas about what the year's theme means to them. When they come to the guidance special area class they learn about alcohol and other drug information. When available, the school invites outside speakers to come for assemblies on the topic.

D.A.R.E.

The DeLand Police Department provides a specific program under the DARE Program for 5th grade students. Through this program our students sign a pledge to be DRUG and VIOLENCE free.

Community Partnerships

Citrus Grove partners with Devereux and The House Next Door to provide students and families with individual and small group counseling dealing with a variety of issues.

Nutrition Programs

Citrus Grove offers a variety of nutrition programs including:

Free and Reduced Meal Plan

Citrus Grove will encourage all students to start the day with a healthy breakfast by making breakfast available daily.

Citrus Grove students participate in Fun and Fitness Days. Fun Runs/Walks will be offered through the year.

Citrus Grove will offer an after school running club for students. Citrus Grove will participate in the Girls on the Run Club. Girls on the Run will build the fitness and self esteem of all girls who participate. Citrus Grove students will participate in offered fitness events annually such as the Hershey Track Events and the Deland Kiwanis Junior Olympics.

Housing Programs

n/a

Head Start

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

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.

Adult Education

n/a

Career and Technical Education

n/a

Job Training

Citrus Grove offers students career awareness opportunities through guest speakers from business and industry, and field trips to business and industry locations.

Other

n/a

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services)

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going

progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/RtI.

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

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

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

School Social Worker: Assists schools in identifying interventions and assists parents with accessing community agencies to support the child's academic, emotional, behavioral and social success.

School Counselors: Assists schools in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team to identify specific trends in mental health and behavioral concerns among groups of students.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

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

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

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

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

MTSS Implementation

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services).

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the reading problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention.

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

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials in reading and collaborates with general education teachers.

Academic Coach: Develops, leads and evaluates school core reading standards/programs; identifies and analyzes existing literature on scientifically based reading interventions. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

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

The school's Literacy Leadership Team focuses on effective delivery of core reading instruction and includes RtI implementation addressing individual as well as class, grade-level and school-wide issues. The school's literacy leadership team will focus around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

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

The LLT at Citrus Grove will work to support teachers in delivering the core reading curriculum, implementing interventions, and enrichment to identified students. The team will also work to align current curriculum materials (MacMillan & Social Studies Weekly) with the rigor of the Common Core State Standards.

Public School Choice

Supplemental Educational Services (SES) Notification
[View uploaded file](#) (Uploaded on 9/19/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

n/a

*High Schools Only

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

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

n/a

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

n/a

Postsecondary Transition

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

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

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Students achieving proficiency (FCAT Level 3) in reading will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (70 Students)	23% (78 Students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade level teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Opportunities to train teachers, teacher comfort level with technology	Teachers will integrate technology into daily instruction using Brightlink projectors, Ladibug document cameras, and content specific websites	Coaching Staff Administrator Teachers District Technology Staff	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results

				regularly as grade-level teams to foster growth among all students using formative data.	
5	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
6	Opportunities to train teachers, willingness of teachers to implement new strategy	Students will participate in daily monitored and coached independent reading as outlined by Fountas and Pinnell and "The Cafe Book".	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	n/a

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students scoring at or above Achievement Level 4 in reading will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (90 students)	34% (115 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade level teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade Level Teams will work Extended Time in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results, Math assessment results, Science Assessment results
4	Opportunities to provide follow up training and coaching	Teachers will receive training in Common Core State Standards and High Impact Anchor Literacy Strategies.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
5	Providing teacher training	Identified students through FAIR and MacMillan Interim tests will receive enrichment.	AcademicCoach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
6	Qualified substitutes to provide release time for teachers.	Academic Coach will provide school based staff development in best practices in reading instruction and current reading assessments.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The number of students scoring at or above Level 7 on FAA in reading will increase by 1 student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1 student	2 students

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Students making Learning Gains in reading will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (108 students)	65% (150 Students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Adequate time for teachers to review data,	Grade Level Teams will work Extended Time in	Coaching Staff Administrator	Ongoing monitoring of reading formative and	Reading assessment data,

1	plan instruction, and deliver the instruction within the normal contract day.	Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Teachers	summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	FAIR data, FCAT results, Math assessment results
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Academic Coach Administrators Grade Book Managers	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The number of students making learning gains on FAA in reading will increase by 2 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	2 students

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Percentage of students in lowest 25% making learning gains will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (25 students)	55% (33 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students in the lowest 25% are students with disabilities, low SES and ELL. Many are affected by these multiple barriers	Identified students will receive in school tutoring through the Title I Sub as Tutor Program in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Academic Coach Administrator Teachers ESE Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT results
2	Limited funds to purchase program and train teachers.	Identified students will receive instruction using Leveled Literacy Intervention and Scholastic leveled readers.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT results
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	In 2012-2013, Citrus Grove will reduce the achievement gap by meeting Safe Harbor (63% proficient)					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

	58%	62%	66%	70%	74%	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013 each subgroup will reduce the achievement gap by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
These percentages are subgroups making satisfactory progress. White: 70% Black: 37% Hispanic: 41%	White: 73% Black: 43% Hispanic: 47%

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	Transportation	Identified ELL students will receive Title III Supplementary Tutoring.	Principal ELL Tutor	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, FCAT results
2	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
4	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
5	Students in the lowest 25% are students with disabilities, low SES and ELL. Many are affected by these multiple barriers	Identified students will receive in school tutoring through the Title I Sub as Tutor Program in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Academic Coach Administrator Teachers ESE Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT results
6	Limited funds to purchase program and train teachers.	Identified students will receive instruction using Leveled Literacy Intervention and Scholastic leveled readers.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron	District Assessments and FCAT results

				assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	
7	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This percentages are ELL students making satisfactory progress. ELL: 35%	ELL: 42%

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This percentage is SWD making satisfactory progress. SWD: 18%	SWD: 26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade Level Teams will work Extended Time in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results, Math assessment results
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Academic Coach Administrators Grade Book Managers	Monitor District Interim Assessments	FCAT 2.0 FAIR assessments
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
This percentage is ED students making satisfactory progress. ED: 48%	ED: 53%

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 in the lowest 25% are students with disabilities, low SES and ELL. Many are affected by these multiple barriers	Identified students will receive in school tutoring through the Title I Sub as Tutor Program in the areas of vocabulary, fluency, phonics, and comprehension instruction using scientifically based reading materials.	Academic Coach Administrator Teachers ESE Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT results
	Limited funds to purchase program and train teachers.	Identified students will receive instruction using Leveled Literacy Intervention and Scholastic leveled	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data	District Assessments and FCAT results

2		readers.		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Science assessment data, FCAT results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Awareness of CCSS	K-5	Common Core Leadership Team	K-5	August 2012	Train teachers during PLC's, monitor lesson plans, classroom walkthroughs	Administration
Building Rigor for the CCSS	K-5	Common Core Leadership Team	K-5	October 2012	Train teachers during PLC's, monitor lesson plans, classroom walkthroughs	Administration
Designing Assessments Aligned to CCSS	K-5	Common Core Leadership Team	K-5	December 2012	Train teachers during PLC's, monitor lesson plans, classroom walkthroughs	Administration
Deepening Awareness of CCSS	K-5	Common Core Leadership Team	K-5	September 2012	Train teachers during PLC's, monitor lesson plans, classroom walkthroughs	Administration
Planning for the CCSS	K-5	Common Core Leadership Team	K-5	October 2012	Train teachers during PLC's, monitor lesson plans, classroom walkthroughs	Administration
Students' Role in CCSS: Cultivating Engagement	K-5	Common Core Leadership Team	K-5	November 2012	Train teachers during PLC's, monitor lesson plans, classroom walkthroughs	Administration
Frequent Formative Assessments for CCSS	K-5	Common Core Leadership Team	K-5	January 2013	Train teachers during PLC's, monitor lesson plans, classroom walkthroughs	Administration
Thinking Maps Response to Literature	K-5	Academic Coach Teacher Leaders	K-5	October 2012	Train teachers during PLC's and follow up classroom coaching	Academic Coach Administration

Reading Budget:

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

Professional Reading	The Daily 5 The Cafe Compelling Conversation	Title 1	\$229.41
			Subtotal: \$229.41
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
Write From the Begining Response to Literature Train the Trainer	Professional Development for lead teachers in The Write from the Begining	Title 1	\$3,368.10
			Subtotal: \$3,368.10
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Planning/Preparation	Academic Coach to work extended time on grade level academic planning	Title 1	\$682.42
Academic Coach	Academic Support and coaching for reading	Title 1	\$59,022.21
			Subtotal: \$59,704.63
			Grand Total: \$63,302.14

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.		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 2%.			
CELLA Goal # 1:					
2012 Current Percent of Students Proficient in listening/speaking:					
43% (58 students)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

ELLs.

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

2. Students scoring proficient in reading.

CELLA Goal #2:

The percentage of students scoring proficient in Reading on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in reading:

32% (44 students)

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

The percentage of students scoring proficient in writing on CELLA will increase by 2%.

2012 Current Percent of Students Proficient in writing:

57%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by	CELLA, IPT, FCAT, District Assessments

		Learners		principal	
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

CELLA Budget:

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

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:	Students scoring at Achievement Level 3 in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27% (76 students)	29% (98 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade level teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Opportunities to train teachers, teacher comfort level with technology	Teachers will integrate technology into daily instruction using Brightlink projectors, Ladibug document cameras, and content specific websites	Coaching Staff Administrator Teachers District Technology Staff	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results

				formative data.	
5	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
6	Teachers are not yet familiar with the Common Core State Standards in math	Provide professional development on embedding the 8 Standards for Mathematical Practices into daily instruction as appropriate Implement new math Curriculum Maps, which have these standards incorporated	Administration Grade Level Chair	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	VSET Evaluation FSA, SSA, District interims FCAT 2.0
7	Opportunities to train teachers	Teachers will be trained in math discourse and will implement in their classroom	Coaching Staff Administration Teachers	Ongoing monitoring of formative assessments, summative district assessments, and teacher observations by administrators	Formative math assessments District semester formatives

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	n/a

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement Equals Math in all Access courses, as well as Standards-Referenced Grading	Administration ESE Team	Equals Curriculum-based assessments Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores
2	Difficulty of finding high-quality lessons for students with cognitive disabilities that also address varying complexity levels	District training for teachers on the implementation of Unique Learning System for Access courses Follow-up coaching provided by program specialists	Administration ESE Team	Check usage and implementation, as well as student progress data using Unique Reports Administrative observation tools	Unique Reports FAA Scores

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring at or above Achievement Level 4 in mathematics will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (66 students)	26% (88 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade level teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade Level Teams will work Extended Time in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results, Math assessment results, Science Assessment results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	The number of students scoring at or above Achievement Level 7 in mathematics will increase by one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1	2

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Percentage of students making learning gains in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (120 students)	68%(156 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade Level Teams will work Extended Time in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results, Math assessment results
2	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade level teams (with the support of the academic coach) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth	FCAT results, Math assessment data

	effective instruction.	among all students using formative data.
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The number of students making learning gains on the Florida Alternate Assessment in mathematics will increase by 2 students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	2

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Percentage of students in lowest 25% making learning gains in mathematics will increase by 2%
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (28 students)	60% (35 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Consistent implementation, securing	Students identified in the lowest 25% will	Administrator Classroom teachers	Ongoing monitoring of math formative and	District Assessments and

1	effective tutors	participate in math tutoring through the Title I Sub as Tutor Program using scientifically based strategies and activities to learn, review, and practice key math concepts	summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	FCAT results data
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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%.		Elementary School Mathematics Goal # In 2012-2013, Citrus Grove will reduce the achievement gap by meeting Safe Harbor.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 64% Black: 16% Hispanic: 36%	White: 68% Black: 24% Hispanic: 42%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation	Identified students will participate in after school math clubs.	Administration Club Leaders	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	District Assessments and FCAT results
2	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach Teachers	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
	Providing comprehensible instruction to English	Ensure that teachers receive professional	Administrator Academic Coach	Ongoing monitoring of formative assessments	CELLA, IPT, FCAT, District

4	Language Learners	development related to effective instructional practices for teaching ELLs.	Teachers	and teacher observations by principal	Assessments
5	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Math assessment data, FAIR data, FCAT results

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will reduce the achievement gap by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ELL: 32%	ELL: 39%

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will reduce the achievement gap by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
SWD: 27%	SWD: 34%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade Level Teams will work Extended Time in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Math assessment data, FCAT results
2	Teachers using data from available resources and progress monitoring assessments to target instruction in classroom	Provide school based training on Pinnacle Gradebook and Insight reports	Academic Coach Administrators Grade Book Managers	Monitor District Interim Assessments	FCAT 2.0 Math Interim assessments
3	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Math assessment data, FCAT 2.0

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will reduce the achievement gap by meeting Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ED: 42%	ED: 48%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan differentiated instruction, and deliver the instruction within the school day.	Teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Math assessment data, FCAT results

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Discourse	K-5	Academic Coach	K-5 teachers	September 2012- June 2013	Train teachers in PLC's and follow up coaching	Academic Coach Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials/Supplies	Math Journals	Title 1	\$150.00
Teacher Resources/ Professional Reading	Young Mathematicians at Work Series	Title 1	\$1,145.00
			Subtotal: \$1,295.00
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
Professional Development	Teachers to participate in professional development for instructional planing in Math	Title 1	\$846.20
			Subtotal: \$846.20
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Planning and Preparation	Academic Coach to work extended time on grade level academic planning	Title 1	\$682.42
Academic Coach	Academic coach to support and coach teachers	Title 1	\$63,155.44
			Subtotal: \$63,837.86
			Grand Total: \$65,979.06

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:	Students scoring at Achievement Level 3 in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (26 students)	36% (58 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teachers, funding for follow up coaching	Teachers will receive training in practices that promote high student engagement; receive follow up support and coaching.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data VSET observations and conferences Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade level teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
4	Opportunities to train teachers, teacher comfort level with technology	Teachers will integrate technology into daily instruction using Brightlink projectors, Ladibug document cameras, and content specific websites	Coaching Staff Administrator Teachers District Technology Staff	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
5	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Identified students through FAIR and MacMillan Interim tests will receive additional reading instruction using scientifically research based reading strategies.	Academic Coach Administrator Teachers	Ongoing monitoring of reading formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Reading assessment data, FAIR data, FCAT results
	Teacher training	Teachers will use interactive science notebooks with students to deepen	Administrator Teachers	Ongoing monitoring of science formative and summative assessment data	District Assessments and FCAT results

6		understanding and increase mastery.		Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	
7	No anticipated barriers	Students in grades 4 and 5 will complete hands on lab activities.	Coaching Staff Administrator Teachers	Ongoing monitoring of science formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District assessments, FCAT results
8	Students lack of background knowledge and science vocabulary; many below grade level readers	Teachers will administer the district quarterly science assessments and monitor student achievement through the use of item analysis for assessments	Coaching Staff Administrator Teachers	Ongoing monitoring of science formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	District Assessments and FCAT results
9	Lack of knowledge of CCSS standards and literacy strategies to incorporate into science instruction	Participate in professional development on the 5E Instructional Model Participate in training on incorporating CCSS Literacy and Mathematics Standards in Science Lessons (such as close reading)	Administration Science PLCs Science Department Chair	Monitor usage and implementation through: ISN (Interactive Student Notebooks) or Cornell Note-taking Formal Lab Reports (2 per quarter)	Formal Lab Reports FSA & SSA District Interim Assessments

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Students scoring at or above Achievement Level 4 in science will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% (13 students)	19% (24 students)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade level teams (with the support of the coaching staff) will meet weekly in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
2	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, Math assessment data, Science assessment data, FCAT results
3	Adequate time for teachers to review data, plan instruction, and deliver the instruction within the normal contract day.	Grade Level Teams will work Extended Time in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective instruction.	Coaching Staff Administrator Teachers	Ongoing monitoring of formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.	Reading assessment data, FAIR data, FCAT results, Math assessment results, Science Assessment results
	Aquisition of the	Teachers will work	Teachers	Ongoing monitoring of	Science

4	Strong Science Grant	after school to plan science curriculum for students	Administrators	formative and summative assessment data Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data	Assessment data
5	Some students are reluctant to participate, and it can be hard to determine what individual students know on a daily basis.	Implement 75 Formative Assessment Strategies as a Science Department Increase Level of Student Questioning To Focus on Cognitive Complexity of Learning Targets for instruction and assessment	Administration Science PLCs Science Department Chair	Teacher Data	Vset Evaluation Domain 3

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
	Materials and Supplies to support science instruction	Project 10-40,District Money	\$585.02
			Subtotal: \$585.02
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: \$585.02

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:	Students scoring at Achievement Level 3.0 and higher in writing will increase by 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

88% (97 students)			89% (93 students)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funding	3rd and 4th grade teachers will receive follow up training in Write From the Beginning.	Administrator Academic Coach	Ongoing monitoring of writing formative and summative assessment data	District Writing Prompts FCAT
2	No anticipated barriers	Administer diagnostic writing assessments to students in grade 4 to be graded and analyzed by Write Score for teacher training to achieve higher writing scores	Administrator Academic Coach Teachers	Ongoing monitoring of writing formative and summative assessment data	District Writing Prompts FCAT
3	Qualified substitutes to provide release time for teachers.	Teachers will attend conferences, seminars, and workshops to learn new strategies to implement in their classrooms.	Administrator Academic Coach Teachers	Ongoing monitoring of writing formative and summative assessment data	District Writing Prompts FCAT
4	Language Arts teachers are not yet familiar enough with the state changes in scoring of FCAT Writing responses.	Use the state-provided CD of 2012 students' FCAT Writing responses for professional development Implement writing strategies provided through district training which focus on the change in state writing expectations.	Instructional Coaches Administration	Monitor Volusia Writes scores	Volusia Writes FCAT Writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The student taking the Florida Alternative Assessment will score at least a 4 or higher in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	1 student

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

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

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
	Write From the Begining and Beyond Train the Trainer-Audit	Title 1	\$349.26
			Subtotal: \$349.26
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
Webinar	4th Grade Scoring for 4 Assessments	Title 1	\$1,817.58
			Subtotal: \$1,817.58
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,166.84

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:	Citrus Grove's attendance rate will increase by 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94%	95%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
190 students	100 students or less
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
205 students	150 students or less

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	Flu/Illness	Volusia County Health Department will provide training for students and staff in prevention of the spread of infectious diseases and other health topics	Administration Volusia County Health Department Nursing Staff	Attendance Data	Student log Cross Pointe Attendance Reports
2	Student participation	Attendance contracts, small group	Guidance Counselor/Social Worker	Attendance Data	Student log Cross Pointe Attendance Reports
3	Pattern of unexcused absences and lates	Parent/guardian notification of absences/tardies 5, 10, 15 day absence letters and/or tardy notes and Connect Ed PST or IEP Attendance Meetings Attendance contracts	Administrators, Teachers, Attendance Clerk, School Counselors, , School Social Workers PST Chair or IEP Facilitator/Case Manager	Analyzing data gathered from daily attendance reports to show patterns of non-attendance/ tardies	School-wide and/or individual student attendance reports
4	Compliant attendance sometimes goes unrecognized and unrewarded.	Attendance incentives/recognition	Administration	Analyzing data gathered from attendance reports	School-wide, classroom, and/or individual student attendance reports

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Citrus Grove will reduce out of school suspensions by 1%
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
15	14
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

13 students	12 students
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
26	25
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
11 students	10 students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parental permission and participation required	Guidance counselor will assist families to access the services of school partner counseling services.	Administration Guidance Counselor	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings	Discipline referral data
2	Time for teacher training	Teachers will implement Responsive Classroom Approach to include Morning Meeting.	Administration AcademicCoach	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings	Discipline referral data
3	Parent Involvement	RtI-B and FUBA process	All School Employees	Monitor the number of in-school suspensions, out of school suspensions, and number of students being suspended.	Referral/Suspension Data
4	Parental permission and participation required	Identified at risk students will participate in the Alpha program implemented in partnership with community counseling agency The House Next Door.	Administration Guidance Counselor Alpha Counselor	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings.	Discipline referral data

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Citrus Grove Elementary will maintain 5 Star School Status.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Citrus Grove earned 5 Star School Star.		Maintain 5 Star School Status			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Transportation for after school activities and language barriers	One Book One School	Parent Involvement Committee Classroom Teachers Media Specialist Parents	Participation data	Reading counts, teacher-student discussion, culminating project, participation and attendance at the performance

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	Title 1 Parent Specialist	Title 1	\$3,018.95
	Four Family Nights	Title 1, School Based Funding, PTA	\$735.00
			Subtotal: \$3,753.95
			Grand Total: \$3,753.95

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:			Citrus Grove will have at least a 95% participation in the Science Fair among 5th grade students.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of interest in STEM areas	Publicize opportunities for student and parent	Academic Coach Teachers	Monitor the participation at Science	Attendance at events

1		participation in extracurricular STEM events via website, newsletter, ConnectED.		Family Nights	Participation at Science Fair
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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
	Software/Hardware/Staff Development	Title 1	\$7,962.00
			Subtotal: \$7,962.00
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: \$7,962.00

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	Professional Reading	The Daily 5 The Cafe Compelling Conversation	Title 1	\$229.41
Mathematics	Materials/Supplies	Math Journals	Title 1	\$150.00
Mathematics	Teacher Resources/ Professional Reading	Young Mathematicians at Work Series	Title 1	\$1,145.00
Science		Materials and Supplies to support science instruction	Project 10-40, District Money	\$585.02
Writing		Write From the Beginning and Beyond Train the Trainer-Audit	Title 1	\$349.26
				Subtotal: \$2,458.69
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM		Software/Hardware/Staff Development	Title 1	\$7,962.00
				Subtotal: \$7,962.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Write From the Beginning Response to Literature Train the Trainer	Professional Development for lead teachers in The Write from the Beginning	Title 1	\$3,368.10
Mathematics	Professional Development	Teachers to participate in professional development for instructional planning in Math	Title 1	\$846.20
Writing	Webinar	4th Grade Scoring for 4 Assessments	Title 1	\$1,817.58
				Subtotal: \$6,031.88
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Planning/Preparation	Academic Coach to work extended time on grade level academic planning	Title 1	\$682.42
Reading	Academic Coach	Academic Support and coaching for reading	Title 1	\$59,022.21
Mathematics	Planning and Preparation	Academic Coach to work extended time on grade level academic planning	Title 1	\$682.42
Mathematics	Academic Coach	Academic coach to support and coach teachers	Title 1	\$63,155.44
Parent Involvement		Title 1 Parent Specialist	Title 1	\$3,018.95
Parent Involvement		Four Family Nights	Title 1, School Based Funding, PTA	\$735.00
				Subtotal: \$127,296.44
				Grand Total: \$143,749.01

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

September – Share school data, share draft of SIP, discuss member expectations/SAC budget/meeting schedule, review/amend SAC by-laws and School Compact, elect SAC officers

October/November –finalize and submit SIP, SAC training topics, approval of school recognition funds dispersal, discuss legislative issues

December/January – midyear progress report on goal status, discuss correlation between goals and FCAT, continue SAC training

February/March – gather public input to get general ideas for direction for SIP, continue SAC training, begin planning for climate surveys

April/May – complete climate surveys/Title I survey and report results, report on FCAT testing, recruit new SAC members and hold elections, summarize the year and celebrate successes, final budget report.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found