

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: MANATEE COVE ELEMENTARY SCHOOL

District Name: Volusia

Principal: Alice A. Gonzalez

SAC Chair: Karen Lassiter & Carla Leake

Superintendent: Margaret A. Smith

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

Last Modified on: 10/22/2012

Gerard Robinson, Commissioner  
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  
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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
					<p>*2011-12 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher (using new cut scores for reading, math &amp; writing): 64% reading*, 62% math*, 78% writing*, 64% science/ 67% making reading learning gains*, 73% making math learning gains, 63% lowest quartile making reading learning gains* and 59% of lowest quartile making math gains* (Note: * % Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p> <p>*2010-11 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher: 82% reading, 79% math, 86% writing, 63% science/ 71% making reading learning gains, 65% making math learning gains, 53% lowest quartile making reading learning gains and 66% of lowest quartile making math gains/and 97% criteria met for AYP</p> <p>*2009-10 Manatee Cove Elementary:</p>

Principal	Alice A. Gonzalez	Bachelor degree in Elementary Education K-6, Master of Science in Educational Leadership/ Early Childhood Nursery-Kindergarten, Middle School English 5-9, ESOL, School Principal	7	20	<p>Grade "A" / FCAT levels 3 or higher: 79% reading, 74% math, 83% writing, / 65% making reading learning gains,61% making math learning gains,62% of lowest quartile making reading learning gains and 70% of the lowest quartile making math learning gains/ and 90% criteria met for AYP</p> <p>*2008-09 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher:82% reading, 80% math, 82% writing, 62% science/ 70% making reading learning gains,63% making math learning gains,70% of lowest quartile making reading learning gains and 67% of the lowest quartile making math learning gains/ and 92% criteria met for AYP</p> <p>*2007-08 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher:81% reading, 79% math, 61% writing, 58% science/ 70% making reading learning gains,63% making math learning gains,70% of lowest quartile making reading learning gains and 67% of the lowest quartile making math learning gains/ and 90% criteria met for AYP</p> <p>*2006-07 Manatee Cove Elementary: Grade "A" / FCAT levels 3 or higher:82% reading, 71% math, 66% writing, 47% science/ 78% making reading learning gains,57% making math learning gains,57% of lowest quartile making reading learning gains and 71% of the lowest quartile making math learning gains/ and 87% criteria met for AYP</p> <p>*2005-06 No data - preparation for the opening of the future Manatee Cove Elementary.</p> <p>*2004-05 Orange City Elem.: Grade "A" / FCAT levels 3 or higher:86% reading, 77% math, 78% writing, n/a science/ 75% making reading learning gains,74% making math learning gains,57% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and 93% criteria met for AYP</p> <p>*2003-04 Orange City Elem.: Grade "A" / FCAT levels 3 or higher:81% reading, 74% math, 91% writing, n/a science/ 76% making reading learning gains,70% making math learning gains,72% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and 100% criteria met for AYP</p> <p>*2002-03 Orange City Elem.: Grade "A" / FCAT levels 3 or higher:77% reading, 74% math, 93% writing, n/a science/ 70% making reading learning gains,74% making math learning gains,69% of lowest quartile making reading learning gains and n/a for the lowest quartile making math learning gains/ and n/a for criteria met for AYP</p> <p>AYP</p>
Assis Principal	Lori Neal	B.S. Elementary Education, M.S. Educational Leadership/ Elementary Education Certification, Educational Leadership Certification, Exceptional Student Education Certification	1	4	<p>* 2011-12 Pierson Elementary: Grade "C" / FCAT levels 3 or higher(using new cut scores for reading, math &amp; writing): 45% reading*, 45% math*, 72% writing*, 54% science/ 57% making learning gains*, 66% making math learning gains*, 55% of lowest quartile making reading learning gains* and 66% of lowest quartile making math gains* (Note: * % Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)</p> <p>*2010-11 Pierson Elementary: Grade "C" / FCAT levels 3 or higher: 63% reading, 64% math, 87% writing, 46% science/ 61% making reading learning gains, 52% making math learning gains, 67% lowest quartile making reading learning gains and 46% of lowest quartile making math gains/and 77% criteria met for AYP</p> <p>*2009-10 Pierson Elementary: Grade "B" / FCAT levels 3 or higher: 68% reading, 71% math, 67% writing, 59% science/ 58% making reading learning gains, 65% making math learning gains, 49% of lowest quartile making reading learning gains and 58% of the lowest quartile making math learning gains/ and 79% criteria met for AYP</p>

## 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)
N/A	N/A	N/A			N/A

## 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	New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)	PAR teacher; Administration	6/2013	
2	Have school-based professional learning community(PLC)for new teachers to the school to orient and assist each new teacher with effective instructional strategies, school and district policies, and answer questions that come up during first year.	PLC Teachers; Administration	6/2013	
3	Encourage all local colleges and universities to place Junior and Senior interns at Manatee Cove Elementary as a way to recruit new teachers.	Administration	8/2013	
4	Participate in District Job Fair and Recruitment Activities	Administration	6/2013	
5	Have school-based professional learning community(PLC)for all teachers at the school to assist with implementation of effective instructional strategies, new school and district programs, and answer questions that come up during year.	Administration, PLC teachers, Instructional Support Teachers-on-Assignment	6/2013	
6	Provide professional development to all teachers on implementation of effective instructional strategies for all new district programs, such as Common Core State Standards, standards-based grading, data analysis via new Pinnacle Insight	Administration, CCSS lead teachers, Grade-book manager teachers, District Instructional Support Teachers-on-Assignment	6/2013	

## 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
	For less than effective teacher: Provide a district Peer Assistance Review (PAR) if available. Provide coaching opportunities with district instructional support staff through the exceptional education department.

<p>1 instructional staff member with less than an effective rating</p> <p>8 highly effective instructional staff member who are out-of-field in ESOL</p>		<p>Provide opportunities for professional development in areas in need of improvement. Hold conferences following VSET observations to discuss areas of strengths and weaknesses using the VSET teacher rubric framework domains/components and provide possible ways to improve if needed.</p> <p>For teachers who are highly effective but are out-of-field in ESOL : Will continue to enroll and complete the required ESOL courses within the specified timeline or complete the two required ESOL courses and take the ESOL examination.</p>
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### 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
55	1.8%(1)	10.9%(6)	40.0%(22)	47.3%(26)	25.5%(14)	100.0%(55)	10.9%(6)	7.3%(4)	47.3%(26)

### 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
Vicki Van Ormer	Lynne Allen	Vicki Van Ormer, a highly effective teacher per VSET framework, is certified in elementary education and has taught fifth grade for many years.	Frequent meetings as needed to assist with effective planning, effective instructional strategies, etc.
Michelle Brown	Lynne Allen	Michelle Brown is a Peer Assistance Resource (PAR) teacher who is highly qualified and effective teacher assigned to work with new teachers at Manatee Cove. Lynn Allen is a first year teacher at the school.	Coaching, observations, collaborative lesson planning and "E3" district's new teacher program supportive system

### 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

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

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, Assistant Principal, Kindergarten through second grade Problem-Solving Team (PST) Co-Chair Teacher, Third through fifth grade Problem-Solving Team (PST) Co-Chair Teacher, School Psychologist, Select General Education Teachers (Primary and Intermediate), Exceptional Student Education (ESE) Teachers and ESOL Teacher.

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, Literacy Team, School Improvement Team, 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. In addition, parent input and collaboration are essential for the success of MTSS implementation.

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 MTSS Leadership Team and the School Advisory Council (SAC) meet with the principal to assist in developing 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, Assistant Principal, grade level representative teachers (at least one from primary grades and one from intermediate grades), Special Area subject representative, ESE representative and ESOL teacher, Media Center teacher and Guidance Counselor, School Advisory Council (SAC) co-chairs, and PTA executive board representative

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

The LLT functions to monitor and enhance the implementation of the School Improvement Plan goals and strategies related to literacy. The LLT meets quarterly, or more often as directed by the Principal. Recommendations are conveyed to the SAC and faculty for implementation.

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

The LLT, having reviewed the literacy activities embedded in the 2012-13 SIP will monitor the literacy activities of the 2012-13 SIP goals. The LLT will focus on implementation of the Common Core State Standards to more effectively enable increasing literacy achievement within all subject areas, on implementation of standards-based grading, and of assisting students and families to understand how student grades reflect achievement of CCSS, as well as how to provide family support with student attainment of grade-level CCSS.

## Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

### \*Elementary Title I Schools Only: Pre-School Transition

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

N/A

### \*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

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 at least 4% (AMO Goal:68% - Goals 1a &2a).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (100)	28%

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teacher on previous school-wide trainings(i.e. Kagan structures, Thinking Maps, Write from the Beginning), funding for follow up coaching	Utilize district's Instructional Support teachers assigned to the school and mentor teacher to assist in providing new teacher with trainings and provide coaching for the trainings received.	Administration Instructional Support Teachers on Assignment New teacher mentor	Observing instruction Monitoring of interim assessments through Pinnacle Insight &/or Scantron reports	VSET, Instructional Support Teachers on Assignment coaching logs, district interim assessment data, Pinnacle & Scantron reports, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Students who are identified through state diagnostic assessments and Interim assessments will receive intervention instruction using scientifically research based instructional strategies.	Administrators	Observing instruction Ongoing monitoring of diagnostic, formative, and summative assessment data through Pinnacle Grade Book & Insight &/or Scantron reports	VSET, Instructional Support Teachers on Assignment coaching logs, diagnostic assessment(s) and district interim assessment data, Pinnacle & Scantron reports, FCAT results
3	Funding to enable teachers to have adequate time to assess data of student achievement of standards, plan for effective differentiated instruction within the school day.	Provide time within the daily schedule for Professional Learning Communities(PLC)to meet at least once a month with administration to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment and to plan for implementation of CCSS. If additional time beyond the PLC scheduled time is needed, use funds available(such as SAC, school and/or any other available fund source) as needed.	Administrator	Observing instruction Ongoing monitoring of diagnostic, formative and summative assessment data through Pinnacle Grade Book and Insight and/or Scantron	diagnostic assessment(s), district interim assessments, Pinnacle & Scantron reports,FCAT results
	Funding to provide additional tutoring to	Use funds available(such as SAC, school and/or	Administrator	*Ongoing monitoring of formative and summative	district interim assessments,

4	students who are in need of additional support beyond the school day Tier level interventions	any other available fund source) to provide certified teacher tutors for students identified as needing additional instructional support	Tutoring Facilitator teacher	assessment data through Pinnacle Grade Book and Insight and/or Scantron	FCAT results
5	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability	Provide teachers professional development (PD) related to effective reading instructional strategies to assist struggling and on-level learners and ways to assist families to work with their children at home on increasing reading achievement during professional learning community (PLC) &/or faculty meetings	Administration,	Ongoing monitoring of district reading assessments, parent/teacher conference records and end-of-year parent input and teacher surveys will be used to determine effectiveness.	District reading assessments and FCAT Reads results, parent and teacher input surveys, and attendance logs for parent involvement activities.
6	Need for sufficient funds for Professional Development(PD)	Use funds available (such as SAC, school and/or any other available funds)for PD on ways to increase student achievement, on implementing CCSS for literacy, on using Pinnacle and Scantron reports.	Administration	Teacher implementation of PD will be monitored through observations of instruction and through district reading interim assessments from Pinnacle and Scantron reports.	District reading assessments, VSET, and FCAT results.
7	Need for funds to purchase additional intervention and on-level reading materials for the struggling and on-level learner to support Common Core State Standards for reading/language arts	Purchase reading instructional materials, specific to the struggling and on-level learner using funds available(such as SAC, school and/or any other available fund source) as needed.	Administration	Analyses of district reading assessments, FCAT Reads results and end-of-year teacher input surveys will be used to determine effectiveness of interventions.	District reading assessments, end-of-year teacher input surveys, and FCAT results
8	Sufficient time for teacher collaboration on ways to assist struggling and on-level learners as a follow up to PD.	Provide time for teacher collaboration during specified PLC planning time, faculty meetings, and/or during substitute-funded all school day PD.	Administration	Analyses of district reading assessments, FCAT Reads results and end-of-year teacher input surveys will be used to determine effectiveness of collaboration.	District reading assessments, end-of-year teacher input surveys, and FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Florida Alternate Assessment students scoring at or Levels 4,5,and 6 in reading will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56% (5)	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
	Not all instruction has been consistently aligned	Implement Access courses in all core	Administration ESE Team	Check usage and implementation, as well	Unique Reports FAA Scores

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase at least 2%(AMO Goal:68%-Goals 1a & 2a).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (156)	40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability	Provide teachers professional development (PD) related to effective reading enrichment strategies and ways to assist families to work with their children at home with reading, during professional learning community (PLC) and/or faculty meetings.	Administration	Ongoing monitoring of district reading assessments through Pinnacle and Scantron reports, , parent/teacher conference records and end-of-year parent input and teacher input surveys will be used to determine effectiveness.	District reading assessments, FCAT results, parent/teacher conference records, and end-of-year parent input and teacher input surveys.
2	Need for sufficient funds for PD and resource enrichment materials to support Common Core State Standards(CCSS) .	Use any pending SAC, school and/or any other available funds for PD in ways to increase student achievement of higher learners regarding attainment of CCSS.	Administration	Teacher utilization of materials and PD will be monitored, and teachers will monitor district reading assessments to determine impact of materials purchased for increasing student achievement.	District reading assessments, end-of-year teacher input surveys and FCAT results.
3	Need for PD related to attainment of CCSS	Provide teachers PD related to effective reading instructional strategies – specific to the higher level learner relating to Common Core State Standards, using any pending SAC, school, and/or any other available funds as needed.	Administration	Analyses of district reading assessments, FCAT results and end-of-year teacher input surveys will be used to determine effectiveness of PD and materials purchased for enrichment of higher learners.	District reading assessments,end-of-year teacher input surveys, and FCAT results
	Sufficient time for	Provide time for teacher	Administration	Analyses of district	District reading

4	teacher collaboration on ways to analyze attainment of CCSS and to provide higher level learners enrichment reading instruction to increase mastery of CCSS	collaboration of ways to provide effective CCSS instruction and ways to analyze Pinnacle and/or Scantron reports during a specified PLC planning time and faculty meeting dates, using pending SAC, school and/or other available funds as needed.	reading assessments through Pinnacle and/or Scantron reports, FCAT Reads results and end-of-year teacher input surveys will be used to determine effectiveness of collaboration.	assessments, end-of-year teacher input surveys, and FCAT results.
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	Florida Alternate Assessment students scoring at or above Level 7 in reading will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% (1)	12%

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	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 at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

67% (279)

68%

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability.	Offer all teachers professional development (PD) related to effective reading instructional strategies and in ways to assist families to work with their children at home on reading standards during PLC &/ or faculty meetings.	Administration	Ongoing monitoring of district reading assessments, parent/teacher conference records and end-of-year parent input and teacher input surveys will be used to determine effectiveness	District reading assessments, FCAT results, parent/teacher conference records, and end-of-year parent input and teacher input surveys.
2	Need for sufficient funds for intervention, enrichment and tutoring materials that support Common Core State Standards (CCSS) for struggling readers	Use any School Advisory Council (SAC), school and/or any other available funds to acquire supplemental district approved materials for all learners that support CCSS to increase student achievement.	Administration	Teachers at professional learning community (PLC) meetings will focus on data from district reading assessments to identify students for enrichment, interventions, and tutoring and will monitor students to determine effectiveness of enrichment, interventions and tutoring sessions.	District reading assessments and FCAT results.
3	Need for sufficient certified instructional tutors and sufficient funds to provide tutoring services for struggling 3rd – 5th grade students.	Provide certified tutors using any SAC, school and/ or any other available funding sources to offer tutoring services before, during and after the school day to students not proficient in reading.	Administration Tutoring facilitator teacher	Monitor district reading assessments for tutored students to determine effectiveness of tutoring sessions.	Tutoring sign-in sheets, district reading assessments and FCAT results.
4	Sufficient time for teacher collaboration on ways to provide effective reading instruction of CCSS for all learners and on ways to analyze reading assessments.	Provide time for teacher collaboration on CCSS instruction and on analyzing Pinnacle and/or Scantron reports during a specified PLC planning time and faculty meeting dates	Administration	Analyses of district reading assessments through Pinnacle and/or Scantron reports, FCAT Reads results and end-of-year teacher input surveys will be used to determine effectiveness of collaboration.	District reading assessments, end-of-year teacher input surveys, and FCAT results.
5	Students with large gaps in reading achievement.	Intensive assistance in Reading will be provided by teacher, assisted by the evaluation and monitoring of the administrative team.	ESE support teachers ESOL support teachers Administration	FAIR assessments will be analyzed three times each year.  District Interim Assessments will be monitored monthly to note student improvements.	FAIR assessments,  District reading interim Assessments, and FCAT results
6	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 during scheduled PLC times and additional time during school day as needed, pending SAC, school and any other available funds	Administrators	Monitor FAIR Assessments and analyze Pinnacle and Scantron reports of district reading assessments	Reading assessment data, FAIR data, FCAT results

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

3b. Florida Alternate Assessment:

Percentage of students making Learning Gains in reading. Reading Goal #3b:	Florida Alternate Assessment students making learning gains in reading will increase by at least one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (4)	58%

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, focusing on Standards	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:	Students in the Lowest 25% making Learning Gains in reading will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (41)	60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds, children who often move from year to year, and children affected by severe economic and family instability which impacts the stability of our lowest 25%.	Offer all teachers professional development (PD) related to effective reading instructional strategies to offer parents ways to work with their children at home on increasing achievement in reading during PLC times &/or faculty meetings	Administration	Ongoing monitoring of district reading assessments, parent/teacher conference records and end-of-year parent input and teacher input surveys will be used to determine effectiveness.	District reading assessments and FCAT results, parent and teacher conference records and end of year for parent input and teacher input surveys

2	Need for sufficient funds for intervention and tutoring materials to support CCSS standards for struggling readers	Use any School Advisory Council (SAC), school and/or any other available funds to acquire supplemental district approved materials for struggling learners to increase student achievement of CCSS	Administration	Teachers at professional learning community (PLC) meetings will focus on data from district reading assessments to target students for extra support and will monitor tutored students to determine effectiveness of tutoring sessions.	District reading assessments and FCAT results
3	Need for sufficient certified instructional tutors and sufficient funds to provide tutoring services for struggling 3rd- 5th grade students.	Provide certified tutors using any pending SAI, SAC, school and/or any other available funding sources to offer tutoring services before, during and after the school day to students not proficient in reading.	Administration Tutoring facilitator teacher	Monitor district reading assessments for tutored students to determine effectiveness of tutoring sessions.	Tutoring sign-in sheets, district reading assessments and FCAT results
4	Sufficient time for teacher collaboration on ways to provide effective reading intervention instruction of CCSS for struggling learners and on ways to analyze reading assessments using Pinnacle and/or Scantron reports.	Provide time for teacher collaboration during a specified PLC planning time and faculty meeting dates, using any pending SAC, school and/or any other available funds as needed to review and plan implementation of research-based intervention instructional strategies of CCSS and on how to analyze Pinnacle and/or Scantron reports	Administration	Analyses of district reading assessments using Pinnacle and/or Scantron reports, end-of-year teacher input survey will be used to determine effectiveness of collaboration.	District reading assessments, end-of-year teacher input surveys, and FCAT results.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In 2010-2011, 62% scored at level 3 or higher in reading. Target: Increase level 3 and higher rate to 81% in 2016-2017. 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	65% >=Level 3	68% >=Level 3	72% >=Level 3	75% >=Level 3	78% >=Level 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 subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of students in subgroups scoring at Level 3 or higher will increase by the following: White - 2% for AMO Target Hispanic - 5% for Safe Harbor African American(Black)- 6% for Safe Harbor Asian American - N/A American Indian - N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
White: 71%(192/270)scoring Level 3 or higher Hispanic: 50%(54/108)scoring Level 3 or higher African American (Black): 41%(13/31)scoring Level 3 or higher Asian: N/A (8) American Indian: N/A	White: 73% (AMO Target) Hispanic: 55% (Safe Harbor) African American (Black): 47% (Safe Harbor) Asian: N/A American Indian: 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	Many parents of Hispanic and students who qualify for ESOL services do not allow access of ESOL services.	Conference with parents and encourage them to access ESOL services so student may receive additional assistance with becoming proficient readers.	Administration ESOL Resource teacher	Monitor number of Hispanic students whose parents agree to child receiving ESOL services after conference.	Parent/teacher conference records and ESOL student enrollment
2	Challenges of working with students who come from low SES backgrounds, children who move from year to year, who come from different cultural backgrounds, and children affected by severe economic and family instability.	Provide teachers professional development (PD) related to effective reading instructional strategies to assist struggling and on-level learners; on understanding different cultural family expectations on learning and behavior, and ways to assist families to work with their children at home on increasing reading achievement, during professional learning community (PLC) & /or faculty meetings.	Administration	Ongoing monitoring of district reading assessments, parent/teacher conference records and end-of-year parent input and teacher surveys will be used to determine effectiveness.	District reading assessments and FCAT results, parent and teacher conference records, and end-of-year parent input and teacher input surveys
3	Access to sufficient funds for intervention, enrichment and tutoring materials to support CCSS for struggling readers	Use any SAC, school and/or any other available funds to acquire supplemental district approved materials for all learners to increase student achievement.	Administration	Monitor district reading assessments for identified students to determine effectiveness of materials.	District reading assessments and FCAT results.
4	Need for sufficient certified instructional tutors and sufficient funds to provide tutoring services for struggling 3rd– 5th grade students.	Provide certified tutors using any SAC, school and/ or any other available funding sources to offer tutoring services before, during and after the school day to students not proficient in reading.	Administration Tutoring facilitator teacher	Monitor district reading assessments for tutored students to determine effectiveness of tutoring sessions.	Tutoring sign-in sheets, district reading assessments and FCAT results
5	Sufficient time for teacher collaboration on ways to provide effective reading instruction for all learners on CCSS and on how to analyze reading assessments for all learners using Pinnacle and/or Scantron Reports.	Provide time for teacher collaboration during a specified PLC planning time and/or faculty meetings	Administration	Analyses of district reading assessments using Pinnacle and Scantron reports, FCAT Reads results and end-of-year teacher input surveys will be used	District reading assessments, end-of-year teacher input surveys, and FCAT results.

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	The percentage of ELL students scoring at Level 3 or higher will increase by at least 7% for Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34%(10/27 students)scoring at Level 3 or higher	41% (Safe Harbor)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Challenges of working with students from ELL backgrounds with significant gaps in vocabulary.	Provide teachers professional development (PD) related to effective reading instructional strategies to assist struggling ELL learners; on understanding different cultural family expectations on learning and behavior, and ways to assist families to work with their children at home on increasing reading achievement, during professional learning community (PLC) & /or faculty meetings.	Administration ESOI Resource teacher	Ongoing monitoring of formative assessments and teacher observation by administration.	District Assessments and FCAT results
2	Need for sufficient certified instructional tutors and sufficient funds to provide ELL tutoring services for struggling ELL 3rd- 5th grade students.	Provide certified tutors using any SAC, school and/ or any other available funding sources to offer tutoring services before and after the school day to ELL students not proficient in reading.	Administration Tutoring facilitator teacher	Monitor district reading assessments for tutored students to determine effectiveness of tutoring sessions.	Tutoring sign-in sheets, district reading assessments and FCAT results
3	Sufficient time for teacher collaboration on ways to provide effective reading instruction for all learners.	Provide time for teacher collaboration during a specified PLC planning time and/or faculty meetings	Administration	Analyses of district reading assessments, FCAT Reads results and end-of-year teacher input surveys will be used	District reading assessments, end-of-year teacher input surveys, and FCAT results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	The percentage of SWD students scoring at Level 3 or higher will increase by at least 7% for Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(14/51)scoring at Level 3 or higher	35%(Safe Harbor)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide intensive, systematic instruction on 3 foundational reading skills in small groups to students who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes ESE Support teachers	ESE Support teachers Classroom teachers  Administration	Ongoing monitoring of formative and summative reading assessments	District reading interim assessments, FAIR, FCAT results

2	Need for sufficient certified instructional tutors and sufficient funds to provide tutoring services for struggling 3rd-5th grade students before and after the school day .	Provide certified tutors for struggling readers using any School Advisory (SAC), school, and/ or any other available funding sources	Administration Tutoring facilitator teacher	Monitor tutored students using district reading interim assessments and FAIR	District reading interim assessments FAIR, FCAT results
3	Sufficient time for classroom and ESE support teacher collaboration on ways to provide effective reading instruction for all learners.	Provide time for ESE Support teachers and general education teacher collaboration on effective instructional strategies for working with students with disabilities during specified professional learning community (PLC)planning time &/ or faculty meetings.	Administration	Analyses of district reading assessments, FCAT Reads results and end-of-year teacher input survey will be used to determine effectiveness of collaboration.	District reading assessments, FAIR, 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:	The percentage of Economically Disadvantaged students scoring at Level 3 or higher will increase by 5% for Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(# of students not available)scoring at Level 3 or higher	58% (Safe Harbor)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability	Provide teachers professional development (PD) related to effective reading intervention strategies and ways to assist families to work with their children at home with reading, during professional learning community (PLC) time and/or additional time beyond the PLC scheduled time using funds available(such as SAC, school and/or any other available fund source) as needed. .	Administration	Ongoing monitoring of district reading assessments, parent/teacher conference records and end-of-year parent input and teacher surveys will be used to determine effectiveness	District reading assessments, FCAT results, parent/teacher conference records, and end-of-year parent input and teacher input surveys.
2	Need for sufficient funds for intervention and tutoring materials to support attainment of CCSS for the struggling reader.	Use funds available(such as SAC, school and/or any other available fund source) to acquire supplemental district approved materials for all learners to increase student achievement.	Administration	Teachers at PLC meetings will focus on data from district reading assessments to provide interventions and/or tutoring for struggling students and will monitor tutored students to determine effectiveness of tutoring sessions.	District reading assessments, end-of-year teacher input survey and FCAT results.
	Need for sufficient certified instructional	Provide certified tutors using funds available	Administration	Monitor district reading assessments for tutored	District reading assessments,

3	tutors and sufficient funds to provide tutoring services for struggling 3rd– 5th grade students.	(such as SAC, school and/or any other available fund source) to offer tutoring services before, during and after the school day to students not proficient in reading.	Tutoring facilitator teacher	students to determine effectiveness of tutoring sessions.	tutoring sign in sheets, end-of-year teacher input surveys, and FCAT results.
4	Sufficient time for teacher collaboration on ways to provide effective reading instruction of the CCSS for all learners .	Provide time for teacher collaboration during a specified professional learning community (PLC) planning time and faculty meeting dates, and/or additional time beyond the PLC scheduled time using funds available (such as SAC, school and/or any other available fund source) as needed.	Administration	Analyses of district reading assessments, FCAT results and end-of-year teacher input survey will be used to determine effectiveness of collaboration.	District reading assessments, end-of-year teacher input surveys, and FCAT results.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<p>Research-based PD including, but not limited to: Common Core State Standards for reading and language arts, Thinking Maps, When Readers Struggle/Literacy Learning Instruction, DRA Training, Guided Reading training, differentiated instruction,differentiated literacy centers,etc.</p> <p>Analyzing the implementation of effective reading instructional</p>	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional teachers- on-assignment (TOA), district staff,and/or others as needed.	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, Individual teachers as needed	<p>District scheduled Early Release Days and/or school scheduled trainings on various dates and times throughout the year ending in October 2013.</p> <p>District scheduled Early Release Days</p>	Administration Walk Throughs and/or observations, coaching by trainers, and/or PD records of completion	Administration, PD trainers, district instructional support TOA's

strategies for all learners through differentiating instructional strategies to increase student achievement via Pinnacle and/or Scantron reports	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional TOA's, district staff, and others as needed.	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, Individual teachers as needed	and/or school scheduled trainings on various dates and times throughout the year ending in October 2013.	Administration Walk Throughs and/or observations, coaching by trainers, and/or PD records of completion	Administration, PD trainers, district instructional support TOA's
Ways to assist families to work with their children at home on increasing reading achievement	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional TOA's, district staff, and others as needed	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, Individual teachers as needed	Tuesday Faculty meetings or during specified school scheduled PLC meetings	Administration Family Literacy nights attendance log Parent-teacher conference reports	Administration, district instructional support TOA's

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase reading materials for classrooms that provide intervention and support Common Core State Standards (CCSS) for literature and informational reading	K-5 reading materials and books to support intervention and implementation of CCSS for literature and information	Book Fair funds, School Advisory Council(SAC), school and/or any other available funds	\$4,000.00
Provide research-based tutoring lessons twice a week for at least one 6week session using certified teachers for identified students in grades 3-5 who are working below proficient in aterials & instruction for 45 minutes (with 15 minutes of teacher twice a week for 6 weeks	Before or after school tutoring. Using research-based materials and instructional strategies by certified teachers for 45 minutes ( plus 15 minutes of teacher planning) twice a week to be provided for at least 6 weeks.	Pending available school and other funds	\$5,000.00
Subtotal:			\$9,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal:			\$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide PD for learning how to best assess standards taught, to analyze student achievement data, and for collaboration on implementation of learned effective intervention and CCSS instructional strategies.	Substitute funding for teachers to have adequate time during the school day for PD on	School Advisory Council(SAC), school and/or any other available funds	\$3,000.00
Subtotal:			\$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal:			\$0.00
Grand Total:			\$12,000.00

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		ELL students scoring proficient on 2013 CELLA for Listening/Speaking will increase by at least 1%.			
2012 Current Percent of Students Proficient in listening/speaking:					
58% (31) ELL students scoring proficient on CELLA for listening/speaking					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator ESOL Teacher	Ongoing monitoring of formative assessments and teacher observations by administrator & ESOL teacher	CELLA, IPT, FCAT, District Assessments
2	Consistent use of ELL standards with ELL students	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator ESOL teacher	Ongoing monitoring of formative assessments and teacher observations by administrators	CELLA, IPT, FCAT, District Assessments
3	Need for professional development on effective ELL instructional practices	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator ESOL teacher	Ongoing monitoring of formative assessments and teacher observations by administrators	CELLA, IPT, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		ELL students scoring proficient on the 2013 CELLA for reading will increase by at least 1%.			
2012 Current Percent of Students Proficient in reading:					
42% (22) ELL students scoring proficient on CELLA reading					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	ESOL teacher Classroom teachers Administration	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
	Need for professional	Ensure that teachers	Administrator	Ongoing monitoring of	CELLA, IPT,

2	development on effective ELL instructional practices CELLA, IPT, FCAT, District Asses	receive professional development related to effective instructional practices for teaching ELLs	ESOL teacher	formative assessments and teacher observations by administrators	FCAT, District Assessments
3	Consistent use of ELL standards with ELL students	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator ESOL teacher	Ongoing monitoring of formative assessments and teacher observations by administrators	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:

ELL students scoring proficient on 2013 CELLA writing will increase by at least 1%.

2012 Current Percent of Students Proficient in writing:

47% (25) of ELL students scored proficient on CELLA writing

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Examine available ELL instructional websites during school scheduled PLC meetings and/or at faculty meetings	ELL websites on the Volusia County Schools websites for World Languages	N/A	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide PD on ELL standards, ELL instructional strategies and on available ELL instructional and support websites during school scheduled PLC meetings and/or at faculty meetings.	ELL standards, ELL policies and procedures, ELL websites on the Volusia County Schools websites for World Languages	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide instruction on ways ELL families can assist children at home with literacy learning at school meetings with ELL families	ESOL teacher and paraprofessional meetings with ELL parents	N/A	\$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 achieving proficiency (FCAT Level 3) in mathematics will increase at least 1%(AMO Goal:62% - Goals 1a &2a).
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (117)	29%

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities to train new teacher on previous school-wide trainings(i.e. Kagan structures, Thinking Maps, Write from the Beginning), funding for follow up coaching	Utilize district's Instructional Support teachers assigned to the school and mentor teacher to assist in providing new teacher with trainings and provide coaching for the trainings received.	Administration  Instructional Support Teachers on Assignment  New teacher mentor	Observing instruction  Monitoring of interim assessments through Pinnacle Insight &/or Scantron reports	VSET, Instructional Support Teachers on Assignment coaching logs, district interim assessment data, Pinnacle & Scantron reports, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Students who are identified through state diagnostic assessments and Interim assessments will receive intervention instruction using scientifically research based instructional strategies.	Administrators	Observing instruction  Ongoing monitoring of diagnostic, formative, and summative assessment data through Pinnacle Grade Book & Insight &/or Scantron reports	VSET, Instructional Support Teachers on Assignment coaching logs, diagnostic assessment(s) and district interim assessment data, Pinnacle & Scantron reports, FCAT results
3	Funding to enable teachers to have adequate time to assess data of student achievement of standards, plan for effective differentiated instruction within the school day.	Provide time within the daily schedule for Professional Learning Communities(PLC)to meet at least once a month with administration to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment and to plan for implementation of CCSS. If additional time beyond the PLC scheduled time is needed, use funds available(such as SAC, school and/or any other available fund source) as needed.	Administrator	Observing instruction  Ongoing monitoring of diagnostic, formative and summative assessment data through Pinnacle Grade Book and Insight and/or Scantron	diagnostic assessment(s), district interim assessments, Pinnacle & Scantron reports,FCAT results
4	Funding to provide additional tutoring to students who are in need of additional support beyond the school day	Use funds available(such as SAC, school and/or any other available fund source) to provide certified teacher tutors	Administrator  Tutoring Facilitator teacher	*Ongoing monitoring of formative and summative assessment data through Pinnacle Grade Book and Insight and/or Scantron	district interim assessments, FCAT results

	Tier level interventions	for students identified as needing additional instructional support			
5	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability.	Provide teachers professional development (PD) related to effective math instructional strategies to assist struggling and on-level learners and on ways to assist families to work with their children at home on increasing math achievement, through use of professional learning community (PLC) meeting time, any pending School Advisory Council (SAC) and/or any other pending available funds.	Administration	Ongoing monitoring of district interim math assessments using Pinnacle & Scantron reports, parent/teacher conference records and end-of-year parent input and teacher input surveys will be used to determine effectiveness.	District interim assessments, Pinnacle & Scantron reports and FCAT results, parent input and teacher input surveys, and parent-teacher conference records
6	Sufficient funds for PD and resource materials to assist struggling and on-level math learners	Use any available funds from district math department, and/or SAC, encourage teachers to take Thinking Math, Promise modules and any other effective research-based math workshops.	Administration	Monitoring of utilization of materials through observations and district math interim assessments to determine impact of materials purchased on increasing student achievement.	District assessments, FCAT results and teacher input surveys
7	Sufficient time for teacher collaboration on ways to assist struggling and on-level learners and on continued implementation of the Next Generation State Standards(NGSS)for math which require mastery of specific skills and objectives in targeted grades and how to analyze math assessments using Pinnacle and/or Scantron reports.	Provide time for teacher collaboration during specified PLC planning time and/or faculty meeting dates. If needed, use of SAC, school and/or any other available funds for all school day collaboration.	Administration	Analyses of district interim math assessments using Pinnacle and/or Scantron reports, FCAT results and end- of-year teacher input surveys will be used to determine effectiveness of collaboration.	District interim assessments, end-of-year teacher input surveys, and FCAT results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:	The percentage of Florida Aternate Assessment students scoring at Levels 4,5,and 6 in mathematics will increase by at least one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (6)	61%

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	Check usage and implementation, as well as student progress data using Equals Curriculum-based assessments Reports & Administrative	Equals assessments Reports , FAA Scores

				observation tools	
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 Equals 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 Equals Curriculum-based assessments & Administrative observation tools.	Equals assessments Reports, FAA Scores
3	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 Equals Curriculum-based assessments	Equals assessments, Reports Survey

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	Students achieving proficiency (FCAT Level 4 & 5) in mathematics will increase at least 1% (AMO Goal: 62%-Goals 1a & 2a).
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (142)	35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continued implementation of the Next Generation State Standards(NGSS) which require mastery of specific skills and objectives in targeted grades	Provide assistance to teachers on implementing NGSS during professional learning community (PLC) meetings.	Administration	Ongoing monitoring of district math assessments, and Progress Monitoring schedule of topic instruction will be used.	District math assessments and FCAT results
2	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability	Provide teachers professional development (PD) related to effective math instructional strategies for on-level and higher level learners and on ways to assist families to work with their children at home on increasing math achievement, during professional learning community (PLC) and/or at faculty meeting time.	Administration	Ongoing monitoring of district math assessments, parent/teacher conference records and end-of-year parent input and teacher input surveys will be used.	District math assessments and FCAT results, parent and teacher input surveys, and parent-teacher conference records
3	Need for professional development and math materials for teachers to teach math skills and concepts in greater depth.	Strongly encourage teachers to be trained in Thinking Math, PROMISE modules, and any other related math workshops/training.	Administration	Analyses of district math assessments, FCAT results and end-of-year teacher input surveys will be used to determine effectiveness of PD and materials purchased for enrichment of higher learners.	District math assessments, end-of-year teacher input surveys, and FCAT results
	Need for sufficient funding for substitutes for Thinking Math,	Use any pending School Advisory Council (SAC), school, district and/or	Administration	Teacher utilization of materials will be monitored and teachers	District math assessments, end-of-year teacher

4	PROMISE modules, and other related math workshops training	other available funds for PD on ways to increase student achievement of higher learners.	will monitor district math assessments to determine impact of PD on increasing student achievement.	input surveys and FCAT results.
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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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	The number of Florida Alternate Assessment students scoring at or above Level 7 on FAA in mathematics will increase by at least one.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	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	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 Equals 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 Equals Curriculum-based assessments & Administrative observation tools.	Equals assessment reports, FAA Scores
2	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 Equals Curriculum-based assessments	Equals assessment reports, Survey
3	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 Equals Curriculum-based assessments & Administrative observation tools	Equals assessments 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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Students making Learning Gains in mathematics will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

69% (289)		70%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for sufficient funding for substitutes and/or stipends for Thinking Math, PROMISE modules, and other related math workshops training as a result of the loss of Title I funding.	Use any available School Advisory Council (SAC), school, district and any other available funds to enable teachers to take math workshops on how to increase student achievement in math.	Administration	Analyses of district math assessments, FCAT Solves results and end-of-year teacher input surveys will be used.	District math assessments, end-of-year teacher input surveys, and FCAT results.
2	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability.	Provide teachers professional development (PD) related to effective math instructional strategies on ways parents can work with their children at home on increasing achievement of new math standards.	Administration	Ongoing monitoring of district math assessments, parent/teacher conference records and end-of-year parent input and teacher input surveys will be used.	District math assessments, FCAT results, parent/teacher conference records, and end-of-year parent input and teacher input surveys
3	Sufficient time for teacher collaboration on ways to provide effective math instruction for all learners and on analyzing math assessments using Pinnacle and/or Scantron reports.	Provide time for teacher collaboration during a specified PLC time and faculty meeting, using any pending SAI, SAC, and any other available funds	Administration	Analyses of district math assessments using Pinnacle and/or Scantron reports, FCAT results and end-of-year teacher input surveys will be used	District math assessments, end-of-year teacher input surveys, and FCAT results.
4	Access to sufficient funds for intervention, enrichment and tutoring materials for struggling math students	Use any pending SAC, school and/or other available funds to acquire supplemental district approved materials for all learners and to acquire certified tutors for the struggling math student to increase student achievement.	Administration	Teachers at professional learning community (PLC) meetings will focus on data from district math assessments to provide enrichment, interventions, target struggling math students and/or will monitor students to determine effectiveness of materials, intervention, enrichment, and/or tutoring	Tutoring sign-in sheets, district math assessments, FCAT results and teacher input surveys
5	Need for sufficient certified instructional tutors and sufficient funds to provide tutoring math services for struggling 3rd – 5th grade students.	Provide certified tutors to offer tutoring services before, during and after the school day to students not proficient in math.	Administration and teacher tutoring facilitator	Monitor district math assessments for tutored students to determine effectiveness of tutoring sessions.	Tutoring sign-in sheets, district math assessments and FCAT Results

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	The percentage of Florida Alternate Assessment students scoring at Levels 4,5, and 6 in mathematics will increase by at least one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%(6 students)	87%

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 for Standards instruction	Implement Access courses in all core academic areas	Administration ESE Team	Check usage and implementation, as well as student progress data using Equal Reports	Administrative observation tools Equal Reports FAA Scores
2	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	Use district follow-up survey and check student progress data using Equal Reports	District follow-up surveys Equal reports
3	Difficulty of finding high quality lessons for students with cognitive disabilities that also address varying complexity levels Follow-up coaching provided by program specialists	District training for teachers on the implementation of Equal Learning System for Access courses	Administration ESE Team	Check usage and implementation, as well as student progress data using Equal Reports	Administrative observation tools Equal 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:	Students in the Lowest 25% making learning gains will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55% (230)	56

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Need for sufficient certified instructional tutors and sufficient funds to provide tutoring services for 2nd – 5th grade students.	Use any pending School Advisory Council (SAC), school, and any other available funds to secure certified teachers to offer tutoring services before, during and after the school day for students not proficient in math.	Administration and teacher tutoring facilitator	At PLC meetings, focus will be on data from math assessments during and after tutoring sessions for tutored students.	Tutoring attendance records, district math assessments and FCAT results.
2	Sufficient time for teacher collaboration on ways to provide effective math instruction for struggling learners.	Provide time for teacher collaboration during specified PLC planning time and faculty meeting dates, using any pending SAI, SAC, school and/or any other available funds as needed.	Administration	Analyses of district math assessments, FCAT Solves results and end-of-year teacher input surveys will be used to determine effectiveness of collaboration.	District math assessments, end-of-year teacher input surveys, and FCAT results.

3	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability.	Offer all teachers professional development related to effective math instructional strategies on how to provide parents ways to work with their children at home on increasing achievement of new math standards.	Administration,	Professional learning community (PLC) meetings will focus on disaggregating data from math assessments, parent/teacher conference records and end-of-year parent input and teacher input surveys will be used.	District math assessments, FCAT Solves results, parent/teacher conference records, and end-of-year parent input and teacher input surveys
4	Need for sufficient funds for intervention and tutoring materials and for certified teacher tutors for struggling math students	Use any pending SAC, school and/or any other available funds to acquire supplemental district approved materials for all learners and to acquire certified tutors for the struggling math student to increase student achievement.	Administration	Monitor district math assessments to determine effectiveness of interventions and/or tutoring sessions.	District math assessments and FCAT results

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # In 2010-2011, 54% scored at level 3 or higher in reading. Target: Increase level 3 and higher rate to 77% in 2016-2017. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58% >=Level 3	62% >=Level 3	66% >=Level 3	69% >=Level 3	73% >=Level 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 subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of students in subgroups scoring at Level 3 or higher will increase by at least the following: White: N/A (AMO target met) Hispanic: 5% for AMO target /Safe Harbor African American(Black: 8% for Safe Harbor Asian American - n/a American Indian - n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 68%(185/272)scoring Level 3 or higher Hispanic: 53%(58/108)scoring Level 3 or higher African American(Black): 24%( 7/31)scoring Level 3 or higher Asian American - N/A (8) American Indian - N/A	White: N/A Hispanic: 58%(AMO/Safe Harbor) African American(Black: 32%(Safe Harbor) Asian American - N/A American Indian - N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds, children who move from year to year, who come from different cultural backgrounds, and children affected by severe economic and family instability.	Provide teachers professional development (PD) related to effective math instructional strategies to assist struggling and on-level learners; on different cultural family expectations on learning and behavior; and ways to assist families to work with their children at home on increasing math achievement, by using	Administration	Ongoing monitoring of district math assessments, parent/teacher conference records and end-of-year parent input and teacher surveys will be used to determine effectiveness.	District math assessments and FCAT results, parent and teacher input surveys, and attendance logs for parent involvement activities.

		professional learning community (PLC) meeting time, School Advisory Council (SAC) and/or any other pending available funds .			
2	Access to sufficient funds for intervention, enrichment and tutoring math materials and for certified teacher tutors for struggling students	Use any pending SAC, school, and/or any other available funds to acquire supplemental district approved materials for all learners and to acquire certified tutors for the struggling students to increase achievements in math.	Administration	Monitor district math assessments to determine effectiveness of enrichment, interventions and/or tutoring sessions.	Tutoring sign-in sheets, District reading assessments and FCAT results.
3	Many parents of Hispanic students who qualify for ESOL services do not allow access ESOL services.	Conference with parents and encourage them to access ESOL services so student may receive additional assistance.	ESOL Department and Administration	Monitor number of Hispanic students whose parents agree to child receiving ESOL services after conference.	Parent/teacher conference records and ESOL student enrollment
4	Sufficient time for teachers to collaborate on how to to increase student achievement for all learners	Provide time for teachers to collaborate on ways to provide effective strategies for ESE students in all subjects and on analyzing the progress of ESE students on attainment of NGSS math standards during scheduled PIC times and all day if needing using SAC, school, and any other funds available	Administration	Ongoing monitoring of formative and summative assessments using Pinnacle and/or Scantron reports	District math assessments  FCAT results reports

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:	N/A (AMO target for 2013: 38%)
2012 Current Level of Performance:	2013 Expected Level of Performance:
42%(15/27)scoring at Level 3 or higher	N/A (AMO target for 2013: 38%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges working with students who come ELL backgrounds with significant gaps in vocabulary.	Provide teachers professional development (PD) related to effective math instructional strategies to assist struggling ELL learners; on understanding different cultural family expectations on learning and behavior, and ways to assist families to work with their children at home on increasing math achievement,	Administration	Ongoing monitoring of formative assessments and teacher observation by administration	District Assessments and FCAT results

		during professional learning community (PLC) & /or faculty meetings.			
2	Need for sufficient certified instructional tutors and sufficient funds to provide ELL tutoring services for struggling ELL 3rd– 5th grade students.	Hire certified tutors using any SAC, school and/ or any other available funding sources to offer tutoring services before and after the school day to ELL students not proficient in math.	Administration and Tutoring facilitator	Monitor district math assessments for tutored students to determine effectiveness of tutoring sessions	Tutoring sign-in sheets, district reading assessments and FCAT results
3	Sufficient time for teacher collaboration on ways to provide effective math instruction for all learners.	Provide time for teacher collaboration during a specified PLC planning time and/or faculty meetings	Administration	Analyses of district math assessments, FCAT results and end-of-year teacher input surveys will be used	District math assessments, end-of-year teacher input surveys, and FCAT results

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The percentage of SWD students scoring at Level 3 or higher will increase by at least 5% for AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
36%(19/51)scoring at Level 3 or higher	41% (AMO target)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The individual needs of some students in the Exceptional Student Education program are not being met.	Provide time for teachers to collaborate on ways to provide effective strategies for ESE students in all subjects and on analyzing the progress of ESE students on attainment of NGSS math standards	Administration	Ongoing monitoring of formative and summative assessments using Pinnacle and/or Scantron reports	District math assessments FCAT results
2	Access to sufficient funds for intervention, enrichment and tutoring math materials and for certified teacher tutors for struggling students	Use any pending SAC, school, and/or any other available funds to acquire supplemental district approved materials for all learners and to acquire certified tutors for the struggling students to increase achievements in math.	Administration Tutoring Facilitator teacher	Monitor district math assessments to determine effectiveness of enrichment, interventions and/or tutoring sessions	Tutoring sign-in sheets, District reading assessments and FCAT results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A (AMO target for 2013: 54% for Safe Harbor)
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2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(# of students not available)scoring at Level 3 or higher	N/A ( AMO for 2013: 54% for Safe Harbor)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability	Provide teachers professional development (PD) related to effective math instructional strategies on ways parents can work with their children at home on increasing achievement of Next Generation State Standards (NGSS)for math .	Administration	Ongoing monitoring of district math assessments, parent/teacher conference records and end-of-year parent input and teacher input surveys will be used to determine effectiveness	District math assessments, FCAT Solves results, parent/teacher conference records, and end-of-year parent input and teacher input surveys
2	Sufficient funds for intervention and enrichment math materials.	Use any funds, such as School Advisory Council (SAC), school and/or any other available funds, to acquire supplemental district-approved materials to increase student achievement.	Administration	Ongoing monitoring of usage of math materials during observations  Ongoing monitoring of district interim math assessments using Pinnacle and Scantron reports	District math assessments, end-of-year teacher input surveys, and FCAT results.
3	Sufficient funds to provide tutoring by certified teachers for 3rd– 5th grade students struggling in math.	Use any funds, such as SAC, school and/ or any other available funding sources to offer tutoring before and after the school day to students not proficient in math.	Administration  Tutoring Facilitator teacher	Monitor district math assessments using Pinnacle and Scantron reports for tutored students to determine effectiveness of tutoring sessions.	District math assessments, tutoring attendance logs end-of-year teacher input surveys, and FCAT results.
4	Sufficient time for teachers to collaborate on how to to increase student achievement for all learners	Provide time for teachers to collaborate on ways to provide effective strategies for increasing attainment of NGSS for all learners during scheduled PIC times and all day if needing using SAC, school, and any other funds available	Administration	Ongoing monitoring of formative and summative assessments using Pinnacle and/or Scantron reports	District math assessments  FCAT results

*End of Elementary School Mathematics Goals*

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Research-based PD including, but not limited to:						

integrating Common Core State Standards for reading and language arts with NGSSS for math, Thinking Maps, Promise instruction (if available), different math centers, etc.	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional support teachers - on- assignments (TOA), district staff, and/or others as needed.	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, Individual teachers as needed	District scheduled Early Release Days and/or school scheduled trainings on various dates and times throughout the year ending in October 2013.	Walk Throughs and/or observations, coaching by trainers and , and/or PD records of completion	Administration PD trainers district instructional support TOA's
Analyzing the implementation of effective math instructional strategies for all learners through differentiating instructional strategies to increase student achievement via Pinnacle and/or Scantron reports	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional support TOA's, district staff, and/or others as needed	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, & Individual teachers as needed	District scheduled Early Release Days and/or school scheduled trainings on various dates and times throughout the year ending in October 2013	Walk Throughs and/or observations, coaching by trainers and , and/or PD records of completio	Administration PD trainers district instructional support TOA's
Ways to assist families to work with their children at home on increasing math achievement	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional TOA's, district staff, and others as needed	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, Individual teachers as needed	Tuesday Faculty meetings or during specified school scheduled PLC meetings	Family STEM nights attendance, Parent-teacher conference reports	Administration district instructional support TOA's

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide research-based tutoring lessons twice a week for at least one 6week session using certifies teachers for identified students in grades 3-5 who are working below proficient in math	Before & after school tutoring using research-based materials & instruction for 45 minutes (with 15 minutes of teacher planning) twice a week for 6 weeks	Pending available school and other funds	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase web-based program to differentiate and enhance math instructional concepts, such as Brain Pop, Brain Pop Jr., Brain Pop ESOL, Rain Forest Math, Math Olympiad	Web-based programs to be used in individual classrooms (See science budget)	Pending any available school, SAC, or any other funds	\$800.00
			Subtotal: \$800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Provide professional development on integrating CCSS into math instructions, on implementing standards-based grading, on analyzing student assessments using web-based reports, and/ or on differentiating science instruction for varied learners	May include but not limited to: Thinking Math trainings, Promise trainings, Global Scholar's Pinnacle trainings, formative /summative math assessments, CCSS integration for math literacy	Pending any available school, SAC, and/or any other funds	\$2,500.00
			Subtotal: \$2,500.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$8,300.00</b>

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.		The percentage of students scoring at proficiency (FCAT Level 3) in science will increase by at least 1% .			
Science Goal # 1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
42% (63)		43 %			
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 teacher on previous school-wide trainings(i.e. Kagan structures, Thinking Maps, Write from the Beginning), funding for follow up coaching	Utilize district's Instructional Support teachers assigned to the school and mentor teacher to assist in providing new teacher with trainings and provide coaching for the trainings received.	Administration Instructional Support Teachers on Assignment New teacher mentor	Observing instruction Monitoring of interim assessments through Pinnacle Insight &/or Scantron reports	VSET, Instructional Support Teachers on Assignment coaching logs, district interim assessment data, Pinnacle & Scantron reports, FCAT results
2	Large number of students low SES, ELL, other ethnic minority, and students with disabilities impacted by multiple barriers are moderate to high risk	Students who are identified through state diagnostic assessments and Interim assessments will receive intervention instruction using scientifically research based instructional strategies.	Administrators	Observing instruction Ongoing monitoring of diagnostic, formative, and summative assessment data through Pinnacle Grade Book & Insight &/or Scantron reports	VSET, Instructional Support Teachers on Assignment coaching logs, diagnostic assessment(s) and district interim assessment data, Pinnacle & Scantron reports, FCAT results
	Funding to enable teachers to have adequate time to assess data of student	Provide time within the daily schedule for Professional Learning Communities(PLC)to	Administrator	Observing instruction Ongoing monitoring of diagnostic, formative	diagnostic assessment(s), district interim assessments,

3	achievement of standards, plan for effective differentiated instruction within the school day.	meet at least once a month with administration to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment and to plan for implementation of CCSS. If additional time beyond the PLC scheduled time is needed, use funds available (such as SAC, school and/or any other available fund source) as needed.		and summative assessment data through Pinnacle Grade Book and Insight and/or Scantron	Pinnacle & Scantron reports, FCAT results
4	Funding to provide additional tutoring to students who are in need of additional support beyond the school day Tier level interventions	Use funds available (such as SAC, school and/or any other available fund source) to provide certified teacher tutors for students identified as needing additional instructional support	Administrator Tutoring Facilitator teacher	*Ongoing monitoring of formative and summative assessment data through Pinnacle Grade Book and Insight and/or Scantron	district interim assessments, FCAT results
5	Continued implementation of Next Generation State Standards (NGSS) that require mastery of specific objectives/concepts at identified grades.	Provide assistance to teachers on implementing NGSS for science and the new science series during professional learning community (PLC) meetings.	Administration	Ongoing monitoring of district science assessments, end-of-year teacher surveys will be used to determine effectiveness	District Assessments and FCAT Inquires results
6	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability	Provide teachers professional development (PD) related to effective science instructional strategies for reaching all learners and on how to offer parents ways to work with their children at home on increasing achievement of new science standards during PLC and faculty meetings.	Administration	Ongoing monitoring of student science assessments, parent/teacher conference records, FCAT Inquires results, and end-of-year parent input and teacher input surveys will be reviewed to determine effectiveness .	District science Assessments, FCAT Inquires results, end-of-year parent input and teacher input surveys
7	Need access to sufficient funds for PD and resource materials to assist struggling and on-level learners due to the loss of Title I funding	Use any School Advisory Council (SAC), school and/or any other available funds for PD in ways to increase student achievement in science.	Administration	Teacher utilization of any PD material will be monitored, and teachers will monitor district science assessments to determine impact of materials purchased in increasing student achievement.	District science assessments, end-of-year teacher input surveys, and FCAT Inquires results
8	Sufficient time for teacher collaboration on ways to assist struggling and on-level learners as a follow up to PD.	Provide time for teacher collaboration during a specified PLC planning time and faculty meeting dates, using SAC, school and/or any other available funds as needed.	Administration	Analyses of district science assessments, FCAT Inquires results and end-of-year teacher input survey in will be used to determine effectiveness of collaboration.	District science assessments, end-of-year teacher input surveys, and FCAT Inquires results

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	The percentage of Florida Alternate Assessment students who score at Levels 4, 5, and 6 in science will increase by at least one percent.
2012 Current Level of Performance:	2013 Expected Level of Performance:
40% (2)	41%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Not all instruction has been consistently aligned to the NGSSS access points	Implement ASAP Science (Accessing Science through the Access Points)	Administration ESE Team	Monitor ASAP Science Curriculum-based assessments	ASAP Science Curriculum-based assessments  FAA
2	Lack of targeted curriculum for science for students using NGSSS access points for science	Collaboration between Gen Ed teachers and the Access Science teachers, including materials and facilities sharing	Administration	Use Teacher Response to Administrative Query	Surveys, VSET Evidence in Domain 4, FAA

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:	The percentage students scoring above proficiency (FCAT Levels 4 and 5) in science will increase by at least 1% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (36)	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Next Generation State Standards (NGSS) which require mastery of specific skills and objectives in targeted grades and integration of Common Core State Standards for literacy	Provide assistance to teachers on implementing NGSS for science and implementing CSSS (such as increasing level of questioning to focus on cognitive complexity) for instruction and assessment during professional learning community (PLC) and at faculty meetings.	Administration District Instructional Support Teachers-on-Assignment	Ongoing monitoring of science instruction observations and of district science assessments through use of Pinnacle and Scantron reports	VSET, district science assessments, FCAT results
	Challenges of working with students who come from low SES	Offer all teachers professional development (PD)	Administration District Instructional	Ongoing monitoring of district science assessments using	District science Assessments, end-of-year

2	backgrounds, children who move from year to year, and children affected by severe economic and family instability	related to effective ways to work with parents on increasing achievement of new science standards.	Support Teachers-on-Assignment	Pinnacle and Scantron reports, parent/teacher conference records, family instructional nights	parent input and teacher input surveys, FCAT results,
3	Sufficient funds for PD and resource science materials for the above level learner	Use of funds, such as School Advisory Council, school and/or other available funds) for PD in ways to increase student achievement in science.	Administration	Ongoing monitoring through observation of science instruction Ongoing monitoring of district science assessments through Pinnacle and Scantron reports.	VSET, district science assessments, FCAT results
4	Sufficient time for teacher collaboration and professional development on providing enrichment learning activities in science and integrating CCSS for literacy into science instruction	Provide time for teacher collaboration during a specified PLC planning time and faculty meeting dates. If additional time needed for all school day collaboration or professional development, then funding will be used for substitutes (such as SAC, school and/or any other available funds).	Administration	Ongoing monitoring of science instruction through observations, of district science assessments through use of Pinnacle and Scantron reports, and review of end-of-year teacher input surveys	VSET, district science assessments, end-of-year teacher input surveys, FCAT results

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:	Increase number of Florida Alternate Assessment students who score at or above Achievement Level 7 in science to at least one student.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	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	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, 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	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, FAA scores

		placement if necessary		
		Discussion of application of skills and knowledge at a higher level and in various settings		

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
Research-based PD including, but not limited to: integrating Common Core State Standards for reading and language arts with NGSSS for science, Thinking Maps, Implementing 75 Formative Science Assessment Strategies, Science Probes	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional support teachers -on-assignment(TOA), district staff,and/or others as needed.	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, Individual teachers as needed	District scheduled Early Release Days and/or school scheduled trainings on various dates and times throughout the year ending in October 2013.	Walk Throughs and/or observations, coaching by trainers and , and/or PD records of completion	Administration PD trainers district instructional support TOA's
Analyzing the implementation of effective instructional science strategies for all learners through differentiating instructional strategies to increase student achievement via Pinnacle and/or Scantron reports	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional support TOA's, district staff,and/or others as needed	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, Individual teachers as needed	District scheduled Early Release Days and/or school scheduled trainings on various dates and times throughout the year ending in October 2013	Walk Throughs and/or observations, coaching by trainers and , and/or PD records of completion	Administration PD trainers district instructional support TOA's

Ways to assist families to work with their children at home on increasing science achievement	Kindergarten through fifth grade, including ESE, ESOL, Gifted and special areas	Administration, school-based trainers, district instructional TOA's, and/or others as needed	K-5 PLC team members, Special area PLC members, ESE/ESOL PLC members, individual teachers as needed	Tuesday Faculty meetings or during specified school scheduled PLC meetings	Family STEM nights attendance, Parent-teacher conference reports	Administration district instructional support TOA's
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase research-based materials that may include but not limited to AIMS sets, Newbridge science informative leveled readers, etc.	Books and materials for grades K-5 classroom use	Pending approval of SAC, school or any other fund source	\$800.00
			Subtotal: \$800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase web-based programs and/or interactive materials: Brain Pop, Brain Pop, Jr., Brain Pop ESOL	Annually funded Web-based program for school-wide use (see budget for math)	Pending approval of SAC, school or any other fund source	\$800.00
			Subtotal: \$800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Offer trainings on developing AIMS lessons, integrating science into CCSS, developing science literacy, differentiating science instruction, developing formative & summative science assessments based on NGSSS & CCSS, analyzing student achievement through Global Scholar's Pinnacle & Scantron reports, collaboratively planning instruction and assessments.	May include but not limited to AIMS, CCSS other science instructional trainings	Pending approval of school, SAC and any other available funds	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,600.00</b>

*End of Science Goals*

## Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	The number of students achieving proficiency (Level 3.0 or higher) in writing will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

78% (102)

79%

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Inconsistent use of common writing program and appropriate rubric scoring across grade levels	Provide follow up training for using the Write From The Beginning (WFTB), a research based developmental K-5 writing program in all grades and for scoring student writings using the district rubric for specific grade levels.	Administration, district writing specialist, WFTB school-based trainer and others as needed.	Observations of writing instruction  Comparison of rubric scored samples of quarterly student writings during PLC grade meetings	Quarterly student writing samples scored using the district grade level rubric, FCAT results
2	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability.	Provide teachers PD related to effective writing instructional strategies for all learners, focusing on vocabulary development and analytical discussions of writing topics prior to writing.	Administration, district writing specialist, and/or school-based WFTB trainers as needed.	Observation of writing instruction  Comparison of rubric scored samples of quarterly student writings during PLC grade level meetings	Quarterly student writing samples scored using the district grade level rubric, FCAT results.
3	Need to implement Common Core State Standards (CCSS) for language arts	Provide teachers training on integrating writing into all subjects to increase deep comprehension and analysis of readings and instructional concepts (i.e. Thinking Maps, Write From the Beginning format, Interactive notebooks, etc.)	Administration District Instructional Support teachers-on-assignment (TOA)  CCSS lead teachers	Observations of writing instruction  PLC meeting discussions on how writing being used to implement CCSS for language arts	Quarterly student writing samples scored using the district grade level rubric, FCAT results
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	Administration District Instructional Support TOA's	Comparison of rubric scored samples of quarterly student writings during PLC grade level meetings	Quarterly student writing samples scored using the district grade level rubric, FCAT results
5	Funding for professional development on implementing CCSS, new state FCAT writing rubric scoring and time for teacher collaboration on rubric scoring of quarterly student writing samples	Provide funds (such as SAC, school, and other available fund sources) for professional development on increasing writing scores using current state writing rubric scoring and for time beyond school scheduled PLC time to allow teachers within PLC grade level to collaborate on comparison of rubric scoring of quarterly student writing samples.	Administration, district writing specialist, and others as needed	Observations at PLC meeting on student rubric scores of quarterly writing	Quarterly student writing samples scored using district grade level rubric, FCAT results

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2)	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scoring student quarterly writing samples with district rubrics that address current FCAT writing rubric scoring criteria which are grade specific	K-5	District writing specialist, district instructional support teachers-on-assignment (TOA), school-based Write From The Beginning trainers, & others as needed	K-5 teachers, including ESE and ESOL teachers	During school scheduled PLC meetings and ,if needed on specific all day grade level training dates	Coaching on scoring according to new writing rubric criteria, monitoring of quarterly student writing samples	Instructional Support TOA's, Administration
Review of Write From The Beginning format	K-5 teachers as needed	District writing specialist, district instructional support teachers-on-assignment (TOA), school-based Write From The Beginning (WRTB) trainers, & others as needed	K- 5 teachers, including ESE & ESOL teachers as needed	After school as needed	Coaching on WFTB by Instructional Support TOA's or school-based WFTB trainers	Instructional Support TOA's, Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00

Subtotal: \$0.00			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Training on how to score student quarterly writing samples using new district rubric criteria based on current FCAT writing criteria for scoring, and on review of Write From the Beginning(WFTB) format	During grade-level PLC meetings and/or all day trainings on WFTB format training for grade level and training for new district rubric scoring criteria for specific grade leveles using writing specialist, district Instructional Support Teachers-on-Assignment (TOA), and/or school-based WFTB trainers for K-5 teachers (targeting new teachers and new to fourth teachers) etc.	Pending school, SAC, and/or any other available funds	\$800.00
Subtotal: \$800.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$800.00</b>			

*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		The number of students with excessive absences(10 or more)and those with excessive tardies (10 or more) will decrease by by at least 1%.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
95.33%		96%			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
233 students with excessive absences.		231 students with excessive absences			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
244 students with excessive tardies.		242 students with excessive tardies			
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	<p>Parents who do not send their children to school regularly.</p>	<ul style="list-style-type: none"> <li>* Send home letters to families of students who have 10 absences to explain that after 15 absences, parents will have to provide a doctor's note explaining the need for the absence;</li> <li>* Use Connect Ed, the district automated phone calling system, to contact parents of those students who have been absent 8 days to remind them of the absenteeism policy and the impact absences can have on a child's success at school;</li> <li>* Assist families in setting up ways to have child attend regularly;</li> <li>* Assist families to understand the potential consequences for having excessive absences; and/or</li> <li>* Hold Problem-Solving Team (PST) meetings with student families for students with excessive absences</li> <li>* Initiate contracts with parents and students to encourage regular attendance.</li> <li>* Provide incentives to classes with 100% attendance for each school month.</li> </ul>	<p>School Social Worker (SSW), Guidance Counselor, Administration.</p>	<p>Monthly attendance report will be monitored and parent conferences by teachers, Administration, Guidance Counselor and/or SSW.</p>	<p>Conference forms, monthly attendance reports, Connect Ed phone calling system documentation, &amp; list of classes having received a monthly attendance award</p>
2	<p>The chronically tardy students are transported to school in private vehicles and arrive late.</p>	<p>For students with 25 tardies, which counts as 5 absences (district policy has 5 tardies count as one absence):</p> <ul style="list-style-type: none"> <li>* Sending home letters to families to explain that every 5 tardies add to absences and after 15 absences, parents will have to provide a doctor's note explaining the need for the absence;</li> <li>* Use Connect Ed to contact parents of those students who have been absent 5 days and have 15 tardies to remind them of the absenteeism/tardy policy and the impact tardies and absences can have on a child's success at school;</li> <li>* Assist families in setting up ways to have child attend regularly and be on time;</li> <li>* Assist families to</li> </ul>	<p>School Social Worker, Guidance Counselor, Administration.</p>	<p>Daily attendance monitored and parent conferences will be held by teachers, Administration, Guidance Counselor and SSW.</p>	<p>Conference forms and daily attendance/tardy cards.</p>

		better understand the potential consequences for having excessive tardies/absences; and/or * Hold PST meetings with student families with excessive tardies.		
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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
Provide training on the process for addressing attendance and tardiness policy requirements with parents of identified students with excessive absences or tardies.	K-5	Administration; PST chairs; school psychologist, School Social Worker	K-5 teachers	At a PLC Meeting and/or Faculty Meetings in October/November 2012 & as needed during the school year.	School Social Worker will monitor students with excessive absences and tardies with administration and teachers. School Social Worker will monitor parent conferences & PST meetings held for identified students having excessive tardies	Administration School Social Worker

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Send Connect Ed messages to families of students about district policies on attendance and tardies, and to families of students who are approaching or exceeded excessive absences &/or tardies to remind them of the attendance and tardy district policies.	List of students with approaching or exceeded excessive absences or tardies provided by school social worker Clerical staff creating & sending Connect Ed messages about attendance and tardy policies	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Providing training to all K-5 teachers regarding the attendance and tardies policies and process for addressing identified students with excessive absences and/or tardies	School Social Worker, School Psychologist, School Problem-Solving Team chairs	N/A	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal #1:		The number of in-school and out-of-school suspensions will decrease by at least two and by two students.			
2012 Total Number of In-School Suspensions		2013 Expected Number of In-School Suspensions			
71		70			
2012 Total Number of Students Suspended In-School		2013 Expected Number of Students Suspended In-School			
40 students		39 students			
2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
34		33			
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
20 students		19 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	Challenges of working with students who come from low SES backgrounds, children who move from year to year, and children affected by severe economic and family instability.	Use behavior improvement programs, such as CHAMPS, Tribes, Response to Intervention - Behavior (RtI-B, Just Do the Right Thing's 10 points and other school- wide behavior expectation strategies.	Administration, PST Chairs, Guidance Counselor and others as needed.	Comparison of current quarterly and end of year referral data to previous year's quarterly and end of year's referral data	Quarterly and end of year referral data reports
	Increasing student mobility rate during school year	Provide Newcomers Club meetings for new students to the school to acclimate new students to the culture	Administration, Guidance Counselor	Comparison of current quarterly and end of year referral data to previous year's quarterly and end of	Quarterly and end of year referral data reports

2		of the school, by providing greater emphasis on school wide behavioral expectations by faculty and staff;  Implement the Manatee Cove Friends, an grade level program for new students who are experiencing school acclimation difficulties, to match up new student with a trained Friend, student from same grade level.		year's referral data	
3	Cultural and economic diversity of behavior and academic expectations among families	Provide faculty/staff information learned from previous year's professional development activities on how cultural and economic differences affect learning and behavior	Administration, Guidance Counselor and others as needed	Comparison of quarterly and end of year referral data before and after PD	Quarterly and end of year referral data 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
Review of CHAMPS, Tribes, RtI-B, Just Do the Right Thing, Conscious Discipline and other positive behavior program and / or materials that encourage having clear expectations and procedures throughout the campus, that promote a positive learning environment, or assist in understanding students from diverse cultures	K-5	Administration, PST Chairs, Guidance Counselor, and others	schoolwide	PD trainings at PLC meetings and/or at faculty meetings held on various dates and times throughout the school year and until October 2013	Comparison of current quarterly and end of year discipline referrals reports to previous year's discipline referral data reports.	Administration, Guidance Counselor

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Review of CHAMPs, Tribes, RtI-B, Just Do the Right Thing, Conscious Discipline and other positive behavior program and/or materials that encourage having clear expectations and procedures throughout the campus, or that promote a positive learning environment, or assist in understanding students from diverse cultures	Copies of Tribes books, Just Do the Right Thing posters, overview information of Champs &/or all day workshops on Champs, RtI-B strategies and Conscious Discipline	Pending any school, SAC and/or other available funds.	\$360.00
			Subtotal: \$360.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$360.00</b>

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:		The number of students who have parent participation in school activities will increase by 1%.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
58% (438) of enrolled students had parent participation in school activities		59% of enrolled students will have parent participation in school activities.			
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
	Parents who say they did not receive	Provide information about activities one	Administration, Teachers	Number of students who have parent	Copies of monthly newsletter,

1	information about school activities in sufficient time to arrange to attend or who forgot about the event due to lack of reminder of an upcoming school event.	week in advance of the event via the following: the school newsletter, on the school website; Connect Ed( the school district automated phone messaging system);  Have classroom teachers send information about events in class newsletters and by invitation via student,  Place event information on school marquee.	Staff member for school newsletter/ website & Connect Ed calls	attend each event will be compared to the number attending the previous year and parent input surveys will be reviewed to determine effectiveness.	website announcement page for each event, Connect Ed calling logs for events, parent input surveys after each event and 5 Star Award
2	Parent information/workshop trainings not offered at times convenient to all parents.	Vary times for parent/teacher conferences, parent trainings on ways to help their children be successful in schools and other school events.	Administration Guidance Counselor VIPS Coordinator Teacher volunteers	Following each parent training event, parent attendance logs and parent input surveys will be used to determine effectiveness.	Attendance logs for parent trainings, parent input surveys for each training or family event and 5 Star Award.
3	Lack of full-time Family Resource Center staff	Have PTA executive board members volunteer to work through the school's family resource center in order to provide families with ways to access assistance as needed.	Administration	Parent Input surveys of parent involvement events will be reviewed with SAC and PTA Executive Board to determine if parent involvement events and surveys were effectively implemented with a voluntary Family Center staff.	Parent Input surveys and SAC and PTA minutes
4	High mobility rate	The school will strive to maintain parent and community involvement through the following: community/business partnerships, family involvement activities, active volunteers, student community service, PTA events and School Advisory Council meeting input opportunities.	Administration	Refer to SIP Climate Survey April 2013	5-Star status for 2012-13 school year

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
Ways to inform families on how they can		Administration,		Various dates and times for trainings	Administration with SAC will monitor End-of-Year parent	

assist their children to increase achievement of curriculum standards	PreK -5	District Instructional Support Teachers-on-assignment(TOA)	school-wide	during PLC and/or faculty meetings throughout the school year until October 2013	input and teacher input surveys to determine school strengths and weaknesses regarding parent involvement.	Administration SAC chairs
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Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Advertise parent involvement activities on school website, and through Connect Ed calls to families two weeks before and the day before upcoming family events	Clerical staff website creator, Clerical staff making Connect Ed calls to families	N/A	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training faculty and staff on how to help parents to assist children at home to increase academic achievement	previously acquired powerpoint presentations on teachers can assist families in ways to work with their children at home	N/A	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Workshops for parents on ways can assist their children with school achievement on various subjects standards	various materials to create make and take it learning activities with families Grade level teachers, school guidance counselor	Pending any available school, PTA, SAC, and/or any other available funds.	\$350.00
Advertise upcoming family events in local newspapers, in school newsletter, in class newsletters for grade level/class events, and on school marquee	Clerical staff as school's "Key Communicator for local newspaper, clerical staff who composes school newsletter and custodial staff who maintains marquee messages, teachers who create class newsletters	Pending any available school, PTA, SAC, and/or any other available funds (school newsletter and flyers to all students)	\$300.00
Subtotal: \$650.00			
<b>Grand Total: \$650.00</b>			

*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:	The participation of parents in our school's 2012-2013 STEM Family Night will increase by 10% from the 2011-2012 STEM Family Night .
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	School families lack of knowledge and/or interest in STEM areas.	Publicize opportunities for student and parent participation in STEM Family Night via school flyer, school newsletter, class newsletters, Connect ED calling, and school marquee.	Administration Teachers Staff member for school newsletter & Connect Ed	Survey parents after STEM Family Night on impact & effectiveness of increasing awareness &/or in STEM.	STEM Family Night surveys STEM Family Night sign-in sheets for 2011-12 and for 2012-13
2	Minimal awareness of elementary level STEM activities	Provide faculty information about elementary-level STEM activities through STEM websites via Florida's DOE websites (i.e. CPALMS, through PLC meetings and faculty meetings	Administration District's Teachers-On-Assignment	Teacher lesson Plans VSET Walk Thrus and Observations	Teacher lesson plans VSET 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
Awareness of elementary-level STEM activities through STEM websites via Florida's DOE websites (i.e. CPALMS, through PLC meetings and faculty meetings	K-5	Administration District Instructional Support Teachers-on-assignment(TOA)	schoolwide	During PLC meetings and/or during faculty meetings throughout the school year, ending October 2012	Observations of lessons noting STEM activities	Administration District Instructional Support TOA's

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
STEM students and teacher from local high school will provide STEM activities during a family night	STEM students, various materials used for STEM learning center activities	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Publicize opportunities for student and parent participation in STEM Family Night via school website and Connect ED calling	clerical staff's website creator, clerical staff Connect Ed caller	N/A	\$0.00
Demonstrate available elementary-level STEM activities through STEM websites via			

Florida's DOE websites (i.e. CPALMS) at school scheduled PLC meetings and/or at faculty meetings	STEM websites	N/A	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Provide awareness and implementation of elementary-level STEM activities through STEM websites via Florida's DOE websites (i.e. CPALMS) at school scheduled PLC meetings and/or at faculty meetings	various STEM websites District Instructional Support Teachers-on-assignment (TOA)	N/A	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Advertise STEM Family Night in local newspaper, school newsletter and school flyers	clerical staff's "Key Communicator" for local newspapers, clerical staff newsletter and school flyers creator	Pending any available school, SAC and other funds	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$200.00</b>

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	Purchase reading materials for classrooms that provide intervention and support Common Core State Standards (CCSS) for literature and informational reading	K-5 reading materials and books to support intervention and implementation of CCSS for literature and information	Book Fair funds, School Advisory Council(SAC), school and/or any other available funds	\$4,000.00
Reading	Provide research-based tutoring lessons twice a week for at least one 6week session using certifies teachers for identified students in grades 3-5 who are working below proficient in aterials & instruction for 45 minutes (with 15 minutes of teacher twice a week for 6 weeks	Before or after school tutoring. Using research-based materials and instructional strategies by certified teachers for 45 minutes ( plus 15 minutes of teacher planning) twice a week to be provided for at least 6 weeks.	Pending available school and other funds	\$5,000.00
CELLA	N/A	N/A	N/A	\$0.00
Mathematics	Provide research-based tutoring lessons twice a week for at least one 6week session using certifies teachers for identified students in grades 3-5 who are working below proficient in math	Before & after school tutoring using research-based materials & instruction for 45 minutes (with 15 minutes of teacher planning) twice a week for 6 weeks	Pending available school and other funds	\$5,000.00
Science	Purchase research-based materials that may include but not limited to AIMS sets, Newbridge science informative leveled readers, etc.	Books and materials for grades K-5 classroom use	Pending approval of SAC, school or any other fund source	\$800.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	STEM students and teacher from local high school will provide STEM activities during a family night	STEM students, various materials used for STEM learning center activities	N/A	\$0.00
				Subtotal: \$14,800.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
CELLA	Examine available ELL instructional websites during school scheduled PLC meetings and/or at faculty meetings	ELL websites on the Volusia County Schools websites for World Languages	N/A	\$0.00
Mathematics	Purchase web-based program to differentiate and enhance math instructional concepts, such as Brain Pop, Brain Pop Jr., Brain Pop ESOL, Rain Forest Math, Math Olympiad	Web-based programs to be used in individual classrooms (See science budget)	Pending any available school, SAC, or any other funds	\$800.00

Science	Purchase web-based programs and/or interactive materials: Brain Pop, Brain Pop, Jr., Brain Pop ESOL	Annually funded Web-based program for school-wide use (see budget for math)	Pending approval of SAC, school or any other fund source	\$800.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	Send Connect Ed messages to families of students about district policies on attendance and tardies, and to families of students who are approaching or exceeded excessive absences &/or tardies to remind them of the attendance and tardy district policies.	List of students with approaching or exceeded excessive absences or tardies provided by school social worker Clerical staff creating & sending Connect Ed messages about attendance and tardy policies	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Advertise parent involvement activities on school website, and through Connect Ed calls to families two weeks before and the day before upcoming family events	Clerical staff website creator, Clerical staff making Connect Ed calls to families	N/A	\$0.00
STEM	Publicize opportunities for student and parent participation in STEM Family Night via school website and Connect ED calling	clerical staff's website creator, clerical staff Connect Ed caller	N/A	\$0.00
STEM	Demonstrate available elementary-level STEM activities through STEM websites via Florida's DOE websites (i.e. CPALMS) at school scheduled PLC meetings and/or at faculty meetings	STEM websites	N/A	\$0.00
				Subtotal: \$1,600.00

**Professional Development**

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide PD for learning how to best assess standards taught, to analyze student achievement data, and for collaboration on implementation of learned effective intervention and CCSS instructional strategies.	Substitute funding for teachers to have adequate time during the school day for PD on	School Advisory Council (SAC), school and/or any other available funds	\$3,000.00
CELLA	Provide PD on ELL standards, ELL instructional strategies and on available ELL instructional and support websites during school scheduled PLC meetings and/or at faculty meetings.	ELL standards, ELL policies and procedures, ELL websites on the Volusia County Schools websites for World Languages	N/A	\$0.00
Mathematics	Provide professional development on integrating CCSS into math instructions, on implementing standards-based grading, on analyzing student assessments using web-based reports, and/ or on differentiating science instruction for varied learners	May include but not limited to: Thinking Math trainings, Promise trainings, Global Scholar's Pinnacle trainings, formative /summative math assessments, CCSS integration for math literacy	Pending any available school, SAC, and/or any other funds	\$2,500.00
	Offer trainings on developing AIMS lessons, integrating			

Science	science into CCSS, developing science literacy, differentiating science instruction, developing formative & summative science assessments based on NGSSS & CCSS, analyzing student achievement through Global Scholar's Pinnacle & Scantron reports, collaboratively planning instruction and assessments.	May include but not limited to AIMS, CCSS other science instructional trainings	Pending approval of school, SAC and any other available funds	\$2,000.00
Writing	Training on how to score student quarterly writing samples using new district rubric criteria based on current FCAT writing criteria for scoring, and on review of Write From the Beginning (WFTB)format	During grade-level PLC meetings and/or all day trainings on WFTB format training for grade level and training for new district rubric scoring criteria for specific grade leveles using writing specialist, district Instructional Support Teachers-on-Assignment (TOA), and/or school-based WFTB trainers for K-5 teachers(targeting new teachers and new to fourth teachers) etc.	Pending school, SAC, and/or any other available funds	\$800.00
Attendance	Providing training to all K-5 teachers regarding the attendance and tardies policies and process for addressing identified students with excessive absences and/or tardies	School Social Worker, School Psychologist, School Problem-Solving Team chairs	N/A	\$0.00
Suspension	Review of CHAMPs, Tribes, RtI-B, Just Do the Right Thing, Conscious Discipline and other positive behavior program and/or materials that encourage having clear expectations and procedures throughout the campus, or that promote a positive learning environment, or assist in understanding students from diverse cultures	Copies of Tribes books, Just Do the Right Thing posters, overview information of Champs &/or all day workshops on Champs, RtI-B strategies and Conscious Discipline	Pending any school, SAC and/or other available funds.	\$360.00
Parent Involvement	Training faculty and staff on how to help parents to assist children at home to increase academic achievement	previously acquired powerpoint presentations on teachers can assist families in ways to work with their children at home	N/A	\$0.00
STEM	Provide awareness and implementation of elementary-level STEM activities through STEM websites via Florida's DOE websites (i.e. CPALMS) at school scheduled PLC meetings and/or at faculty meetings	various STEM websites District Instructional Support Teachers-on-assignment (TOA)	N/A	\$0.00
Subtotal: \$8,660.00				
<b>Other</b>				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	N/A	N/A	N/A	\$0.00
	Provide instruction on ways ELL families can	ESOL teacher and		

CELLA	assist children at home with literacy learning at school meetings with ELL families	paraprofessional meetings with ELL parents	N/A	\$0.00
Mathematics	N/A	N/A	N/A	\$0.00
Science	N/A	N/A	N/A	\$0.00
Writing	N/A	N/A	N/A	\$0.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Workshops for parents on ways can assist their children with school achievement on various subjects standards	various materials to create make and take it learning activities with families Grade level teachers, school guidance counselor	Pending any available school, PTA, SAC, and/or any other available funds.	\$350.00
Parent Involvement	Advertise upcoming family events in local newspapers, in school newsletter, in class newsletters for grade level/class events, and on school marquee	Clerical staff as school's "Key Communicator" for local newspaper, clerical staff who composes school newsletter and custodial staff who maintains marquee messages, teachers who create class newsletters	Pending any available school, PTA, SAC, and/or any other available funds (school newsletter and flyers to all students)	\$300.00
STEM	Advertise STEM Family Night in local newspaper, school newsletter and school flyers	clerical staff's "Key Communicator" for local newspapers, clerical staff newsletter and school flyers creator	Pending any available school, SAC and other funds	\$200.00
Subtotal:				\$850.00
Grand Total:				\$25,910.00

## 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 (Uploaded on 10/7/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Substitutes for staff development attendance at workshop trainings that support SIP	\$3,000.00
Fees for conferences for professional development to support SIP	\$3,200.00
Materials and supplies, including software and software licenses, to support SIP	\$3,200.00

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

During the 2012-2013 school year, Manatee Cove Elementary's School Advisory Council (SAC) will focus SAC meetings as follows:

- \* Nominate and elect annually the SAC chairperson(s), secretary, and treasurer.
- \* Provide input for the development of the School Improvement Plan (SIP) strategies;
- \* Review FCAT and AYP data, attendance data, suspension data, and data of parent, teachers, and staff surveys for the previous school year to focus SIP development of strategies.
- \* Monitor the implementation of the SIP, to assist in providing input on how to support the plan's implementation;
- \* Schedule time at all SAC meetings for Public Input to address parent and community issues,
- \* Bi-annual review of the school's operating budget and the school's SAC budget to provide input of budgets at the beginning of the school year and for the upcoming school year,
- \* Provide review of the SAC budget and vote on requested expenditures that support the SIP as they are presented at each scheduled regular SAC meeting;
- \* Provide review of the SAC by-laws and make revisions as recommended by SAC;
- \* Review the school's programs, services and parental rights per school AYP status of Florida's waiver of the NCLB law ;
- \* Review the Student Code of Conduct annually;
- \* Review the minutes and upcoming agenda of the District Advisory Council(DAC) meetings to address concerns at upcoming DAC monthly meeting;
- \* If A+ Recognition funds are received, have input on plan(s) for distribution of those funds;
- \* Monitor the SAC membership for compliance of by-laws and for 5 Star Award attendance requirement of SAC; and
- \* Develop the agenda for each upcoming SAC meeting.

# 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

Volusia School District MANATEE COVE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	79%	86%	63%	310	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	65%			136	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	66% (YES)			119	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					565	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Volusia School District MANATEE COVE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	74%	83%	60%	296	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	61%			126	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	70% (YES)			132	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					554	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested