FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ORTONA ELEMENTARY SCHOOL

District Name: Volusia

Principal: Ms. Marie Stratton

SAC Chair: Melissa Shaw

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/17/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Ortona Elementary 2011-2012 - A School, 66% R, 61% M Learning Gains 74% R, 68%M Lowest 74%R, 68%M Osceola Elementary 2011-12 - B School, 59% R, 50%M Learning Gains 66% R, 60% M Lowest 76% R, 52% M Ortona Elementary 2010-2011 - B School, AYP 90% Proficiency 76% R, 79% M Learning Gains 66% R, 56%M Lowest 47%R, 60% M Osceola Elementary 2010-11 - A School, AYP 79% Proficiency 81%R, 75%M Learning Gains 67% R, 58% M
		Bachelor of Science Master of Science			

Principal	Marie Stratton	Educational Leadership/Mathematics 6-12 Middle School Mathematics Educational Leadership	3	22	Lowest 59% R, 59% M Osceola Elementary 2009 – 2010 – A School Proficiency - 85% R, 81% M Learning Gains 66% R, 66% M Lowest 51% R, 64% M Ormond Beach Elementary 2008-2009 - A School Proficiency 85% R, 82% M Learning Gains 70% R, 55% M Lowest 57% R, 53% M 2007-2008 - A School Proficiency 86% R, 86% M Learning Gains 65% R, 63% M Lowest 53% R, 68% M Prior to 2007: Based on the Volusia County District evaluation then in place, Marie Stratton either met or exceeded the 12 competencies required for administrators.
Assis Principal	Shantell Adkins	Bachelor of Science Grades K-6 Master of Science Educational Leadership All Levels	2	6	Ortona Elementary 2011-2012 - A School, 66% R, 61% M Learning Gains 74% R, 68%M Lowest 74%R, 68%M Osceola Elementary 2011-12 - B School, 59% R, 50%M Learning Gains 66% R, 60% M Lowest 76% R, 52% M Ortona Elementary 2010-2011 - B School, AYP 90% Proficiency 76% R, 79% M Learning Gains 66% R 56% M Lowest 47% R 60% M Osceola Elementary 2010-11 - A School, AYP 79% Proficiency 81%R, 75%M Learning Gains 67% R, 58% M Lowest 59% R, 59% M Palm Terrace Elementary 2009-2010 - C School, AYP 82% Proficiency 62% R, 63% M Learning Gains 56% R, 67% M Lowest 54% R, 79% M 2008-2009 - B School, AYP 92% Proficiency 66% R, 61% M Learning Gains 57% R, 65% M Lowest 57% R, 72% M 2007-2008 - C School, AYP 78% Proficiency 61% R, 50% M Learning Gains 61% R, 64% M Lowest 53% R, 69% M Prior to 2007: Based on the Volusia COunty District evaluation system currently in place, I have been rated either meeting or exceeding the 12 competencies required for administrators

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, lead mentors, PAR teachers, classroom visitations, other site visits, E3 program)	Assistant Principal District TOAs	Ongoing	
2	Professional Learning Communities	Classroom Teachers District TOAs	Ongoing	
3	Technology Integration	Lead digital educators	Ongoing	
4	Professional Development designed based on needs or observed trends	Curriculum Leadership Team District TOAs	Ongoing	
5	Celebration/Teacher Recognition	Principal	Ongoing	
6	Network with Community and Business Partners	Volunteer Coordinator Five Star Coordinator PTA SAC	Ongoing	
7	Promotion of School (Ads, Flyers, Brochures, Website, and Connect Ed)	Principal SAC PTA	Ongoing	
8	Student Showcase/Acknowledgment	Grade Level Teams Media School Guidance Counselor	Ongoing	
9	Participation in District Job Fair and Recruitment Opportunities	Administration	Ongoing	
10	Leadership Opportunities	Administration	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
18	5.6%(1)	22.2%(4)	22.2%(4)	55.6%(10)	44.4%(8)	100.0%(18)	16.7%(3)	11.1%(2)	66.7%(12)

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
Katie Shaw	Sandra Boris	Sandy is new to the kindergarten team and is being mentored by a National Board Certified teacher.	Coaching, observation, collaborative partnering, collaborative lesson planning
Kristen Strang	Amy Dinardi	Amy is a first year teacher being mentored by a National Board Certified teacher, as well as a district-assigned Peer Assistance and Review (PAR) teacher.	Coaching, observation, collaborative partnering, Empowering Educator Excellence Program (E3)
Melissa Shaw	Megan White	Megan is new to the third grade team and is being mentored by a highly qualified third grade teacher.	Coaching, observation, collaborative partnering, collaborative lesson planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

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

Programs supported by Title I at Ortona Elementary School include:
* Family Center Para-professional who facilitates our extensive parent involvement program
* Supplemental Tutoring before or after school
* Supplemental materials and supplies needed to close the achievement gap
* Supplemental funds for on-going staff development as determined by the results of FCAT data
* Parent to Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

The district provides ongoing Professional Development in the core subject areas to ensure quality instruction and student success.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.
Ortona Elementary utilizes these resources as needed for the following:
* Before/After School Tutoring in Math
* Before/After School Tutoring in Reading
* Saturday Science Camp

Violence Prevention Programs

Violence Prevention Programs
The school offers the following non-violence and anti-drug programs:
• Crisis training program
• Suicide prevention program
• Bullying program

Nutrition Programs

Ortona Elementary School offers a variety of nutrition programs including:
• Free and Reduced Meal Plan
• Wellness Policy School Plan
• Personal Fitness classes

Housing Programs

N/A

Head Start

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

Adult Education

N/A

Career and Technical Education

N/A

Job Training

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

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

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

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

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 av available to students at the individual school site. Academic and behavioral data are considered to determine priorities and functions of other existing teams (eg., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e. Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed sympahtetically 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 reularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

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

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

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

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assesssments 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 electronis 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 additioni to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training).

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

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

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

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

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

The Literacy Leadership Team will meet quarterly to determine needs based on district unit reading tests and FAIR results. The purposes of these meetings will be to analyze the data obtained and identify resources for necessary interventions to increase student learning and acquisition of reading comprehension skills, vocabulary development, fluency, and phonics skills.

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

The major initiatives of the LLT this year will be to increase the performance of our lowest quartile learners as well as

maintain or increase the reading scores of the students earning a level 3, 4, or 5 on the FCAT reading assessment.

Public School Choice

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

*Elementary Title I Schools Only: Pre-School Transition

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

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

NA

*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?

NA

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?

NA

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

NA

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:	The percentage of students achieving proficiency in reading will increase by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (34)	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	Time for teacher collaboration as a follow up to any professional development	Provide for uniterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Faculty Climate Survey	Student outcomes
2	Lack of students' prior knowledge	Use nonfiction text selections to build background knowledge	Classroom teachers	Increases student achievement and implementation of strategies in the delivery of instruction	District Assessments FCAT
3	Limited amount of time Scheduling	Provide daily, intensive letter/sound picture cards, letter people, literacy centers, practice sheets, letter/sound containers, flash cards, and Waterford in order to reach the goal of automatic recognition of letter names/sounds in random order.	Primary classroom teachers Parents	FCAT Results FAIR data District Reading Assessments	FCAT Results FAIR Data District Assessments
4	Limited amount of time Scheduling	Teach, review, and drill all kindergarten, first grade, and second grade high frequency words through activities such as: guided reading, flash cards, practice sheets, and word games in order to reach 95% accuracy of words.	Primary classroom teachers	FCAT Results FAIR data District Assessments	FCAT Results FAIR Data District Assessments
5	Limited amount of time Scheduling	Implement a balanced reading program including: small group, guided reading, fluency, phonics, vocabulary, and comprehension.	Classroom teachers ESE teachers	FCAT Results FAIR data District Assessments	FCAT Results FAIR Data District Assessments
6	Limited amount of time Scheduling	Quick Reads to increase student fluency and comprehension	Classroom teachers and after school tutors	FCAT Results FAIR data District Assessments	FCAT Results FAIR Data District

					Assessments
7	Computer access for all students	Reading Counts, FCAT Explorer, and Florida Achieves to increase reading comprehension	Classroom teachers Media Specialist Parents	FCAT Results FAIR data District Assessments	FCAT Results FAIR Data District Assessments
8	Professional Development Time	Implement Reading Mastery for at risk students in kindergarten and first grade	Administration Classroom teachers	DRA FAIR data	DRA FAIR Data
9	Challengess of working with students with disabilities	Ensure that ESE teacher and GenEd teachers collaborate on learning goals to insure that all students are held to high expectations	Administration GenEd teachers and ESE teacher	Ongoing monitoring of formative assessment and teacher observation	FCAT Results FAIR data District Assessments
10	Parent Involvement	Encourage parents to read nightly with their child	Classroom teachers Parents	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
11	Not having enough technology; not all teachers having been trained in the technology; funding	Classroom teachers will utilize PC and Mac computers, Ipads, and Ipods for classroom instruction and student learning through the use of recommended learning applications and content creation software.	Classroom teachers	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
12	N/A	Intermediate teachers will use Wordly Wise to enhance student vocabulary	Classroom Teachers	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
13	Computer access for all students	Classroom teachers will use BrainPop and Education City to enhance classroom instruction	Classroom Teachers Parents Media Specialist	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
14	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Curriculum Leadership Team	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT results District Assessments
15	Adequate time for all teachers to review data, plan differentiated instruction, and deliver instruction within the school day	Grade levels will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administration Classroom teachers District TOAs	Ongoing monitoring of formative assessment data Track student growth using Scantron	FCAT results District Assessments
16	N/A	Echo Reading	Intermediate Teachers	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
17	Timely analysis of test data between the classroom teacher and reading tutor Funding	Reading tutor to focus on below grade level students with additional reading instruction either during or beyond the 120 minute reading block.	Classroom teachers Curriculum Leadership Team Administration	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments

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

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

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

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:	The percentage of students achieving above proficiency in Reading will increase by at least 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29% (27)	32%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Funds to purchase advanced reading materials	Ensure that all teachers receive professional development related to effective instructional strategies in reading - specific to the higher level learner. Implementation of the strategies within the classroom will be monitored	Administration Curriculum Leadership Team	Increased student achievement and implementation of strategies in the delivery of instruction	FCAT Results FAIR data District Assessments
2	Lack of prior knowledge/vocabulary	Use Wordly Wise to increase student's vocabulary skills	Intermediate Classroom Teachers	Increased student achievement and implementation of strategies in the delivery of instruction	FCAT Results FAIR data District Assessments
3	Time for teacher collaboration as a follow up to professional development	Provide for uniterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Increased student achievement and implementation of strategies in the delivery of instruction	FCAT Results FAIR data District Assessments
	Lack of student's prior knowledge	Use interactive lessons	Classroom teachers	Increased student achievement and	FCAT Results

4				implementation of strategies in the delivery of instruction	FAIR data

District Assessments |
| 5 | Scheduling

Limited time in the day | Implement a balanced reading program including small group, guided reading, fluency, phonics, vocabulary, and comprehension | Classroom teachers

ESE teacher | FCAT Results

FAIR data

District Assessments | FCAT Results

FAIR data

District Assessments |
| 6 | Resources | Fiction and nonfiction reading passage practice | Classroom teachers

ESE teacher | FCAT Results

FAIR data

District Assessments | FCAT Results

FAIR data

District Assessments |
| 7 | Resources | Fiction and nonfiction reading passage practice | Classroom teachers

ESE teacher | FCAT Results

FAIR data

District Assessments | FCAT Results

FAIR data

District Assessments |
| 8 | N/A | Quick Reads to increase students flunecy and comprehension | Classroom teachers

After school tutors | FCAT Results

FAIR data

District Assessments | FCAT Results

FAIR data

DIstrict Assessments |
| 9 | Access to computers | Use Reading Counts, FCAT Explorer, and Florida Achieves to increase reading comprehension | Classroom teachers

Media Specialist

Parents | FCAT Results

FAIR data

District Assessments | FCAT Results

FAIR data

District Assessments |
| 10 | Teacher training | Use of mobile technology to extend or enrich lessons | Curriculum Leadership Team

Lead Digital Educators | FCAT Results

FAIR data

District Assessments | FCAT Results

FAIR data

District Assessments |
| 11 | Parent Involvement | Encourage parents to read nightly with their child | Classroom teacher | FCAT Results

FAIR data

District Assessments | FCAT Results

FAIR data

District Assessments |
| 12 | Teachers are not yet familiar with Common Core Standards | Provide professional development on embedding Common Core into daily instruction | Administration

Curriculum Leadership Team | Ongoing monitoring of formative assessments

Classroom visitations | VSET Evaluation

FCAT results

District Assessments |
| 13 | Adequate time for all teachers to review data, plan differentiated instruction, and deliver instruction within the school day | Grade levels will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment | Administration

Classroom teachers

District TOAs | Ongoing monitoring of formative assessment data

Track student growth using Scantron | FCAT results

District Assessments |
| 14 | Time | Use of literature circles as a means to facilitate differentiated learning | Classroom teachers | FCAT Results

FAIR data

District Assessments | FCAT Results

FAIR data

District Assessments |

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

2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in	

reading. Reading Goal #2b:		N/A		

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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:	The percentage of students making learning grades in Reading will increase by at least 1%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (45)	75%

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	Time for teacher collaboration as a follow up to professional development	Provide for uninterruped teacher collaboration during planning times and faculty meeting dates as needed	Administration	Increased student achievement	FCAT Results FAIR data District Assessments
2	Funding for tutors and tutoring materials	Reading Tutors	Administration Teacher Tutors	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
3	N/A	Quick Reads to increase student fluency and comprehension	Classroom teachers After school tutors	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
4	Computer access for all students	Use Reading Counts, FCAT Explorer, and Florida Achieves to increase reading comprehension	Classroom teacher Media Specialist	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
5	Resources Funding	Teach test taking strategies using CARS, Florida Focus, or other Curriculum Associates products	Classroom teacher	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
					Assessments
6	Concentration on raising scores of students below proficiency	Ensure that teachers identify high performing students and access to staff development on strategies that challenge high achieving students to make further learning gains	Administration Classroom teachers Curriculum Leadership Team	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
7	Time	Target below level first, second, and third graders with additional reading instruction either during or beyond the 120 minute reading block	ESE teacher After school tutoring Classroom teacher	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
8	Scheduling Limited amount of time	Classroom teachers will provide intervention to all students during the extended reading block	Classroom teacher	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
9	Resources	Teachers will implement a balanced reading program including: small group, guided reading, fluency, phonics, vocabulary, and comprehension	Classroom teachers ESE teacher	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
10	N/A	Fifth grade teachers will implement Wordly Wise to increase student vocabulary	Classroom teacher	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
11	N/A	Increase vocabulary skills using graphic organizers to help identify story elements	Classroom teachers	FCAT Results FAIR data Reading Assessments	FCAT Results FAIR data Reading Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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.	The percentage of students in the lowest 25% making

	Reading Goal #4:		learning gains in reading will increase by at least 1%.	

2012 Current Level of Performance:	2013 Expected Level of Performance:
81% (13)	82%

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 school is experiencing a high mobility rate that is implacting the stability of our lowest 25%	Provide tutoring during and after school	Administration After school tutor Instructional tutor	Track student growth and meet regularly in grade level teams to foster growth among all students using formative data	FCAT Results District Assessments
2	Concentration on raising scores of students below proficiency	Provide skill intervention during the 90 minute reading block or the extended reading block time	Administration Curriculum Leadership Team ESE Teacher Classroom Teacher	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
3	Parent Involvement	Encourage parents to read with their child nightly	Classroom Teacher Media Specialist	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
4	Background Knowledge	Identify FCAT level one and two readers in third through fifth grades. Provide tutoring time using leveled readers. The books selected will preteach science concepts to students and buld background knowledge while using the correct instructional level to increase reading success.	Classroom teachers Tutors ESE teacher	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
5	Students in the lowest 25% are usually students with disabilities, low SES and/or ELL. Many are affected by these multiple barriers	Provide in school tutoring in the areas of vocabulary, fluency, phonics, and comprehension insturction using scientifically based reading materials	Classroom Teachers Tutors Administration	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (64% proficient). 5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	64	68	71	75	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:67% Black: 54% Hispanic: 31% Asian: N/A American Indian: N/A Asian and American Indian Subgroup is not reported because we do not have any children in these subgroups.	White: 70% Black: 31% Hispanic: 54% 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	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL Students. Follow up and coaching will be provided.	District TOAs Administration	Ongoing monitoring of formative assessments and classroom visitations by administration.	District Assessments FCAT data

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%	45%

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

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

of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10%	19%

	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 teacher Administration	Ongoing monitoring of formative assessments	FAIR Data FCAT results

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57%	52%

	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. Transportation	Provide before, during, and after school tutoring in reading	Administration team Teacher tutors	Track student growth	FCAT Results FAIR data District Assessments
2	Our number of economically disadvantaged students is growing and a large percentage of these students are not performing on grade level	Reading intervention tutors and classroom teachers will target the lowest 30% in their class and have access to staff development in strategies that scaffold struggling learners reach proficiency	Classroom teachers Administration	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	K-5	Curriculum Leadership Team	School-Wide	Monthly	Ongoing monitoring and classroom visitations by administration team	Administration team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Tutoring Extended Learning	After School Tutoring Extended Learning Tutor	Title I Budget	$9,062.00
			Subtotal: $9,062.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Education City	Schoolwide access and home access anytime	Title I	$800.00
			Subtotal: $800.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Educational Technology Conference	Conference Registration, subs	Technology Fund	$400.00
			Subtotal: $400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,262.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The percentage of studentsscoring proficient in listening/speaking on CELLA will increase by at least 1%.
2012 Current Percent of Students Proficient in listening/speaking:	
37.5% (6)	

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	The percentage of students scoring proficient in Reading on CELLA will increase by at least 1%.
2012 Current Percent of Students Proficient in reading:	
43.75% (7)	

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administration District TOAs	Ongoing monitoring of formative assessments and classroom visitations by administrator	CELLA IPT FCAT Results District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administration District TOAs	Ongoing monitoring of formative assessments and classroom visitations by administrator	CELLA IPT FCAT Results District Assessments
	Providing comprehensible instruction to English	Ensure that teachers receive professional development related to	Administration District TOAs	Ongoing monitoring of formative assessments and classroom	CELLA IPT

| 3 | Language Learners | effective instructional practices for teaching ELLs | | visitations by administrator | FCAT Results

District Assessments |

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

| 3. Students scoring proficient in writing.

CELLA Goal #3: | The percentage of students scoring proficient in Writing on CELLA will increase by at least 1%. |

2012 Current Percent of Students Proficient in writing:

37.5% (6)

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 language proficiency and achievement levels should be used for differentiated instruction	Administration District TOAs	Ongoing monitoring of formative assessments and classroom visitations by administrator	CELLA IPT FCAT Results District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administration District TOAs	Ongoing monitoring of formative assessments and classroom visitations by administrator	CELLA IPT FCAT Results District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure taht teachers receive professional development related to effective instructional practices for teaching ELLS	Administration District TOAs	Ongoing monitoring of formative assessments and classroom visitations by administrator	CELLA IPT FCAT Results District Assessments

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students achieving proficiency in mathematics will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (34)	39%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher collaboration as a follow up to any professional development	Provide for uniterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Faculty Climate Survey	Student outcomes
2	Challengess of working with students with disabilities	Ensure that ESE teacher and GenEd teachers collaborate on learning goals to insure that all students are held to high expectations	Administration GenEd teachers and ESE teacher	Ongoing monitoring of formative assessment and teacher observation	FCAT Results FAIR data District Assessments
3	Not having enough technology; not all teachers having been trained in the technology; funding	Classroom teachers will utilize PC and Mac computers, Ipads, and Ipods for classroom instruction and student learning through the use of recommended learning applications and content creation software.	Classroom teachers	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
4	Computer access for all students	Classroom teachers will use BrainPop and Education City to enhance classroom instruction	Classroom Teachers Parents Media Specialist	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
5	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Curriculum Leadership Team	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT results District Assessments
6	Adequate time for all teachers to review data, plan differentiated instruction, and deliver instruction within the school day	Grade levels will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administration Classroom teachers District TOAs	Ongoing monitoring of formative assessment data Track student growth using Scantron	FCAT results District Assessments
7	Effective implementation	Use of math manipulatives	Classroom teachers	FCAT results District assessments	FCAT results District assessments

				Process Used to	
8	Funding	Utilize technology to reinforce math concepts	Administration Curriculum Leadership Team	FCAT results District assessments	FCAT results District assessments
9	Time	Teach, review, and drill 2D and 3D Geometry, Patterns, and Number Sense, Number Patterns, Problem Solving through activities such as using math manipulatives, literature and worksheets in order to reach a goal of mastering benchmarks	Classroom teachers	FCAT results District assessments	FCAT results District assessments
10	Access to computer lab with all computers functioning properly	Timez Attack and Education City to practice and reinforce math concepts	Classroom Teachers Media Specialist	FCAT results District assessments	FCAT results District assessments
11	Families are not aware of instructional standards for the student	Host Publix Math Night in addition to Open House, Parent Communications	Classroom Teachers Parent Contact	FCAT results District assessments	FCAT results District assessments
12	Non spiraling curriculum presents challenges for new students from out of state	Review DA results, interim tests, and pretest data	Classroom Teachers	FCAT results District assessments	FCAT results District assessments
13	Challenges of working with students with disabilities	Ensure that GenEd teachers and the ESE teacher collaborate on learning goals to insure that all students are held to high expectations	Administration GenEd and ESE teachers	FCAT results District assessments	FCAT results District assessments
14	Time for all students to receive differentiated instruction daily	One hour block set aside for math instruction daily to include whole group instruction, small group instruction, and centers.	Classroom teachers Administration	FCAT results District assessments	FCAT results District assessments
15	Not having enough Mac computers, Ipads, Ipods for all classroom teachers Not all teachers have been trained using this technology Funding	Classroom teachers will use Mac computers, Ipads, and Ipods to support classroom instruction and student learning through the use of recommended learning applications	Classroom teachers Media Specialist	FCAT results District assessments	FCAT results District assessments
16	Computer access for all students	Use of Brain Pop or Education City to offer supplemental lessons in mathematics	Classroom teachers Parents Media Specialist	FCAT results District Assessments	FCAT results District assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
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	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students achieving above proficiency will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (23)	27%

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	Time for teacher collaboration as a follow up to professional development	Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed	Administration	Increased student achievement and implementation of strategies in the delivery of instruction	FCAT Results FAIR data District Assessments
2	Lack of student's prior knowledge	Use interactive lessons	Classroom teachers	Increased student achievement and implementation of strategies in the delivery of instruction	FCAT Results FAIR data District Assessments
3	Teacher training	Use of mobile technology to extend or enrich lessons	Curriculum Leadership Team Lead Digital Educators	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
4	Teachers are not yet familiar with Common Core Standards	Provide professional development on embedding Common Core into daily instruction	Administration Curriculum Leadership Team	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT results District Assessments
5	Adequate time for all teachers to review data, plan differentiated instruction, and deliver instruction within the school day	Grade levels will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administration Classroom teachers District TOAs	Ongoing monitoring of formative assessment data Track student growth using Scantron	FCAT results District Assessments
6	Effective implementation; differentiation within the classrooms Funding	Math Centers will incorporate hands-on activities to support math instruction	Classroom teachers	FCAT results District assessments	FCAT results District assessments
7	Limited opportunities and programs for mathematics enrichment	Grade level meetings to provide uninterrupted time for teachers to enrichment activities and assessments	Curriculum Leadership Team Administration	FCAT results District assessments	FCAT results District assessments
	Scheduling	Provide for uninterrupted	Administration	Faculty Climate Survey	FCAT results

8		teacher collaboration/coaching	Curriculum Leadership Team		District assessments
9	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in mathematics	Curriculum Leadership Team Administration	FCAT results District assessments	FCAT results District assessments
10	Computer Functionality; access to computer lab with limited number of computers	Education City - computer software used to supplement math fluency	Classroom Teacher Media Specialist	FCAT results District assessments	FCAT results District assessments
11	Parent Involvement	Master math facts to increase fact fluency using flashcards, interactive websites, worksheets, and games	Classroom teachers ESE teacher Media Specialist	FCAT results District assessments	FCAT results District assessments
12	Time for all students to receive differentiated instruction daily	One hour block set aside for math instruction daily to include whole group instruction, small group instruction, and centers	Administration Classroom teachers	FCAT results District assessments	FCAT results District assessments
13	Time for student enrichment	Identify students scoring four and five on FCAT Math and ensure they receive enrichment activities during small group time in the math block	Classroom teachers	FCAT results District assessments	FCAT results District assessments
14	Not having enough Mac computers, Ipads, and Ipods for all classroom teachers Not all teachers have been trained in using this technology Funding	Classroom teachers will use Mac computers, Ipads, and Ipods to support classroom instruction and student learning through the use of recommended learning apps	Classroom teachers Media Specialist	FCAT results District results	FCAT results District assessments

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:
3a. FCAT 2.0: Percentage of students making learning

gains in mathematics.

Mathematics Goal #3a:

| The percentage of students making learning gains in mathematics, will increase by at least 2%. |

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

| 64% (41) | 66% |

| Problem-Solving Process to Increase Student Achievement |

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time for teacher collaboration as a follow up to professional development	Provide for uninterruped teacher collaboration during planning times and faculty meeting dates as needed	Administration	Increased student achievement	FCAT Results FAIR data District Assessments
2	Concentration on raising scores of students below proficiency	Ensure that teachers identify high performing students and access to staff development on strategies that challenge high achieving students to make further learning gains	Administration Classroom teachers Curriculum Leadership Team	FCAT Results FAIR data District Assessments	FCAT Results FAIR data District Assessments
3	Non-spiraling curriculum presents challenges for new students from out of state	Review DA results, interim test, and pretest data	Classroom teachers	FCAT results District assessments	FCAT results District assessments
4	Funding for tutors and tutoring materials	Math tutors	Classroom teachers Tutors	FCAT results District assessments	FCAT results District assessments
5	Computer functionality; access to computer lave with limited number of computers	Education City and Brain Pop - interactive computer program used to supplement mathematics	Classroom Teachers Media Specialist	FCAT results District assessments	FCAT results District assessments
6	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in mathematics	Administration	Ongoing monitoring of assessments and teacher observation	FCAT results District assessments
7	Time for all students to receive differentiated instruction daily	One hour block set aside for math instruction daily to include whole group instruction, small group instruction, and centers	Classroom teachers Administration	FCAT results District assessments	FCAT results District assessments
8	Scheduling	Math tutor and classroom teachers to target students in need of additional instruction either during or beyond the math block	Classroom teacher Math tutor Administration Curriculum Leadership Team	FCAT results District assessments	FCAT results District assessments
9	Not having enough Mac computers, Ipads, and Ipods for classroom teachers Not all teachers have been trained in using this technology Funding	Classroom teachers willuse Mac computers, Ipads, and Ipods to support classroom instruction and student learnig through the use of recommended learning applications	Classroom teachers Media Specialist	FCAT results District assessments	FCAT results District assessments

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest 25% making learning gains in mathematics will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (9)	54%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The school is experiencing a high mobility rate that is implacting the stability of our lowest 25%	Provide tutoring during and after school	Administration After school tutor Instructional tutor	Track student growth and meet regularly in grade level teams to foster growth among all students using formative data	FCAT Results District Assessments
2	Effective implementation	Use of math manipulatives	Classroom teachers	FCAT results District assessments	FCAT results District assessments
3	Limited access to computer lab/number of available computers	FCAT Explorer and Florida achieves	Classroom teachers Media Specialist	FCAT results District assessments	FCAT results District assessments
4	Computer functionality; access to computer lab with a limited number of computers	Use of Education City and Brain Pop - interactive computer programs used to supplement mathematics	Classroom teachers Media Specialist	FCAT results District assessments	FCAT results District assessments
	High mobility rate constantly changes the lowest 25%	Teach, review, and drill 2D and 3D Geometry, Patterns and Number	Classroom teachers	FCAT results District assessments	FCAT results District

5		Sense, Problem Solving through activities such as math manipulatives, literature and worksheets in order to reach a goal of mastering benchmarks			assessments
6	Challenges of working with students who come from low SES backgrounds	Ensure that all teachers have access to professional development related to effective instructional strategies in mathematics	Administration	Ongoing monitoring of assessment and teacher observation	FCAT results District assessments
7	Students do not have strong support in mathematics outside the instructional day	Ensure that all students have access to leveled mathematics material. Intervention groups and tutoring	Classroom Teacher Curriculum Leadership Team	FCAT results District assessments	FCAT results District assessments
8	Funding for tutors and tutoring materials	Math Tutors	Classroom teachers Tutors	FCAT results District assessments	FCAT results District assessments
9	Scheduling	Articulation amongst grade levels to provide primary and intermediate teachers at where students are coming from and where they are going	Administration Curriculum Leadership Team	FCAT results District assessments	FCAT results District assessments
10	Number of students needing to be served	Math tutor and classroom teacher to identify those students in need of additional instruction in math	Administration Curriculum Leadership Team Math Tutor Classroom Teachers	FCAT results District assessments	FCAT results District assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # In 2012-2013, we will reduce the achievement gap by meeting the AMO target (64% proficient). 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	61	64	68	71	75	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	In 2012-2013, each subgroup will reduce the achievement gap by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White:68% Black: 30% Hispanic: 31% Asian: N/A American Indian: N/A	White:71% Black: 31% Hispanic: 38% 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	Hispanic: We have a growing number of Hispanic students that receive services in our ESOL program	Ensure that all teachers receive professional development related to effective instructional strategies in math for ELL Students. Follow up and coaching will be provided.	Administration District TOAs	Ongoing monitoring of formative assessments and classroom visitations by administration.	District Assessments FCAT Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	In 2012-2013, the achievement gap for ELL students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	45%

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%	34%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The individual needs of some students in the Exceptional Student	Provide intensive, systematic instruction in small groups to students	ESE Teacher Administration	Ongoing monitoring of formative assessments	District Assessments

1	Education program are not being met.	who score below the proficient level. Typically, these groups meet between three and five times a week, for 20 to 40 minutes			FCAT Results

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In 2012-2013, the achievement gap for ED students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	52%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student's prior knowledge	Thinking Math	Classroom Teachers	FCAT results District Assessments	FCAT results District Assessments
2	Non spiraling curriculum presents challenges for new students from out of state	Review DA results, interim test, and pretest data	Classroom teachers	FCAT results District assessments	FCAT results District assessments
3	Challenges of working with students who come from low SES backgrounds	Ensure all teachers have access to professional development related to effective instructional strategies in mathematics	Administration	FCAT results District assessments	FCAT results District assessments
4	Students do not have strong support in mathematics outside the instructional day Transportation	Ensure that all students have access to leveled mathematics materials. Intervention groups and tutoring.	Classroom teachers	FCAT results District assessments	FCAT results District assessments

End of Elementary School Mathematics Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Singapore Math Training	K-5	Osceola Teachers	School-wide	Spring 2013	Collaboration Classroom Visitations	Administration
Kagan Cooperative Learning Groups Training	K-5	District Employee	School-wide	Spring 2013	Collaboration Faculty Meeting Sharing Classroom	Administration Curriculum Leadership Team

Common Core Training	K-5	Administration	School-wide	Early Release Days	Visitations Collaboration Extended Assignment Submissions	Administration Common Core Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Tutor	Tutor and Materials	Title I Funds	$9,062.00
Common Core Professional Development	Materials/Subs	Title I Funds	$1,303.75
			Subtotal: $10,365.75
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $10,365.75

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The percentage of students achieving proficiency in Science will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (14)	48%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher training	Use of Web 2.0 tools in additon to the technology provided in the Project TIDES	Lead Digital Educators Curriculum	FCAT District Assessments	FCAT District Interims

		grant.	Leadership Team		
2	Time available for one-on-one/small group remedial instruction	Use of alternate science materials including but not limited to: leveled science readers, Sciencesaurus, AIMS resources, and Science kits for hands-on work to address different learning styles and modalities.	Classroom teachers Administration	Ongoing monitoring of assessments and teacher observation Faculty Climate Survey	District Assessments FCAT
3	Student background knowledge	Identify FCAT level one and two readers and provide reading intervention. Books selected will be used to preteach science content to students and build background knowledge while using the correct instructional level to increase reading success	Curriculum Leadership Team Classroom Teacher Tutor	FCAT results District assessments	FCAT results District assessments
4	Not having enough Mac computers, Ipads, and Ipods for all classroom teachers Not all teachers have been trained in using this technology Funding	Classroom teachers will use Mac computers, Ipads, and Ipods to support classroom instruction and student learning through the use of recommended learning applications	Classroom teachers Media Specialist	FCAT results District Assessments	FCAT results District Assessments
5	Funding Student Participation Student Transportation	Saturday Science Camp - Identified staff will offer science experiences on several Saturdays prior to FCAT	Administration Identified Staff Members	FCAT results District Assessments	FCAT results District Assesments
6	Limited access to computer lab/number of computers available	Students will utilize technology to build background knowledge using FCAT Explorer, BrainPop, and Education City	Classroom Teachers Media Specialist	FCAT results District Assessments	FCAT results District Assessments
7	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Curriculum Leadership Team	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluations FCAT results District Assessments
8	Adequate time for all teachers to review data, plan differentiated instruction, and deliver instruction within the school day	Grade level teams will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administration Classroom teacher District TOAs	Ongoing monitoring of formative assessment data Track student growth using Scantron	FCAT results District Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A

	2012 Current Level of Performance:		2013 Expected Level of Performance:	
	N/A		N/A	

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

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 of students achieving above proficiency in science will increase by at least 1%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (7)	24%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of science equipment, effective implementation	Increase hands-on activities/experiments	Classroom teachers	FCAT Science District Assessments	FCAT Science District Assessments
2	Teacher training	Use of technology and Web 2.0 tools to extend and enrich science content	Lead Digital Educators Curriculum Leadership Team Classroom teachers	FCAT results District assessments	FCAT results District assessments
3	Not having enough Mac computers, Ipads, Ipods for all classroom teachers Not all teachers have been trained in using this technology Funding	Classroom teachers will use Mac computers, Ipads, and Ipods to support classroom instruction and student learning through the use of recommended learning applications	Classroom teachers Media Specialist	FCAT results District Assessments	FCAT results District Assessments
4	Limited access to the computer lab Number of available computers	Students will utilize digital lessons using BrainPop, Education City, and FCAT Explorer to supplement Science background	Classroom teachers Media Specialist	FCAT results District Assessments	FCAT results District Assessments
5	Teachers are not yet familiar with Common Core State Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Curriculum Leadership Team	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT Results District Assessments

6	Adequate time for all teachers to review data, plan differentiated instruction, and deliver instruction within the school day	Grade level teams will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administration Classroom teachers District TOAs	Ongoing monitoring of formative assessment data Track student growth using Scantron	FCAT results District Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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
Science Fidelity Training	3-5	District Science TOA	Intermediate Teachers	September	Classroom Visitations	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of technology to enhance Science learning	Purchase Ipads/Mobis Purchase Apps	Title I Budget	$1,303.75

			Subtotal: $1,303.75

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Tutor	Academic tutor will be provided to students earning FCAT levels 1 or 2 in reading to build Science vocabulary background	Title I funds	$9,062.00
			Subtotal: $9,062.00
			Grand Total: $10,365.75

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The percentage of students achieving 3.0 or higher in writing will increase by at least 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (29)	73%

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	School wide implementation and consistency	Thinking Maps - Write from the Beginning organizers	Administrations	FCAT Writing District Writing Prompts	District Writing Prompts FCAT Writing
2	Time	Teachers will utilize a 30-60 minute writing block that will include grammar, modeled writing, mini-lessons, and writer's workshop. Instruction will include expository, narrative, and persuasive forms of writing. Writing instruction may be interdisciplinary incorporating elements of reading, math, science, and social studies.	Classroom teachers	FCAT Writing Data District Writing Prompts	District Writing Prompts FCAT Writing
3	Teachers are not yet familiar with Common Core Standards	Provide professional development on embedding Common Core into daily instructional practices	Administration Curriculum Leadership Team	Ongoing monitoring of formative assessments Classroom visitations	VSET Evaluation FCAT results District Assessments

4	Adequate time for all teachers to review data, plan differentiated instruction, and deliver instruction within the school day	Grade level teams will meet in Professional Learning Communities to work collaboratively in collecting and analyzing data in order to plan effective differentiated instruction and enrichment	Administration Classroom teachers District TOAs	Ongoing monitoring of formative assessments Track student growth in Data Warehouse	FCAT results District Writing Prompts

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:
N/A	N/A

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

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
Writing Workshops	School-wide	Administraton	K-5	Winter 2012	Classroom visitations Ongoing monitoring of formative data	Administration

Writing Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Workshop and Materials	Provide a workshop for all classroom teachers to focus on writing	Title I funds	$1,303.75
			Subtotal: $1,303.75

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,303.75

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The number of students with excessive absences and tardies will decrease by 10%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.42% (205)	95% or higher
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
92	83
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
53	48

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Elementary students have no control over transportation arrangements to school	Letters are sent home for students with unexcused absences over 5. Problem Solving Team meets on students with attendance concerns.	Attendance clerk, school social worker, PST chair, classroom teacher	Monitor attendance on a quarterly basis by the social worker.	Crosspointe attendance data.
2	Access to social worker due to various schools	Social worker intervention via attendance contracts and other strategies	School social worker	Monitor attendance on a quarterly basis by the social worker.	Crosspointe attendance data

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Decrease the number of in-school and out of school suspensions by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
5	4

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	4
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
27	24
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
14	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	Parental permissions and participation required	Guidance counselor will provide small group and individual counseling to identified students	Guidance Counselor	Intervention data will be analyzed and reviewed at BLT meetings and grade level PLC meetings	Discipline referral data
2	Effective student use of social skills	Social skills training	Guidance counselor and classroom teachers	Behavioral data tracking	Discipline referral data
3	Parent involvement	School to communicate with students and their parents regarding behavioral concerns	Administration Guidance Counselor Classroom Teachers	Behavioral data tracking	Discipline referral data
4	Mentors available	Mentoring	Guidance Counselor	Behavioral data tracking	Discipline referral data
5	Technology Time	Character traits weekly news	Media Guidance Counselor	Behavioral data tracking	Discipline referral data

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To maintain our 5 star school status by continuing consistent parent involvement at all school functions and parent/teacher conferences.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Current 5 Star School	Maintain 5 Star School

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	High mobility rate	The school will strive to maintain community/business partnerships, family involvement, active volunteers, student community service, and School Advisory Council through ongoing effective communication to ensure that parents are provided opportunities	Administration SAC Chairperson PTA Parent Contact	Climate Surveys	5 star status

		to meet regularly with the school to participate in decisions relating to the education of their children.			
2	Parent transportation, childcare	Ortona Parent program designed to increase parent-student interaction and provide activities for family building	Parent Contact	Attendance tracking for meetings/training sessions	5 star status
3	Finances Transportation	Increase membership in PTA	PTA Board	Membership enrollment data compared for 2011-12 and 2012-13	Membership enrollment data
4	N/A	Three for Me Program initiated to involve parents in the school community	PTA Board Volunteer Coordinator	Membership enrollment data Volunteer hours	Membership enrollment data Volunteer hours
5		Refer to PIP	Refer to PIP	Refer to PIP	Refer to PIP
6	Parent transportation	Family Fitness Nights	PE Teacher PTA Board Volunteer Coordinator	Climate Surveys Sign in Sheets	Parent Climate Survey
7	Parent transportation	Parent Information Sessions to promote new district iniatives in Pinnacle, Common Core, and Standards Referenced Grading	Administration	Sign In Sheets	Parent Climate Survey

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

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

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

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Family Fitness Nights	Materials, Curriculum, Speakers	Ortona PTA recipient of Race and Recs grant for the 2012-13 school year	$3,000.00
		Subtotal: $3,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	To provide fifth grade students with additional STEM lessons through a Saturday Science Day.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of time to develop high-quality lessons that integrate all areas of STEM	Utilize STEM Modules created by the STEM Cadre, which are aligned to the Common Core ELA and Mathematical Practices	District STEM TOA Administration	Monitor usage and implementation data of STEM modules	Usage Data

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

Additional Goal(s)

N/A Goal:

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

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

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

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Tutoring Extended Learning	After School Tutoring Extended Learning Tutor	Title I Budget	$9,062.00
Mathematics	Math Tutor	Tutor and Materials	Title I Funds	$9,062.00
Mathematics	Common Core Professional Development	Materials/Subs	Title I Funds	$1,303.75
Parent Involvement	Family Fitness Nights	Materials, Curriculum, Speakers	Ortona PTA recipient of Race and Recs grant for the 2012-13 school year	$3,000.00
				Subtotal: $22,427.75

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Education City	Schoolwide access and home access anytime	Title I	$800.00
Science	Use of technology to enhance Science learning	Purchase Ipads/Mobis Purchase Apps	Title I Budget	$1,303.75
				Subtotal: $2,103.75

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Educational Technology Conference	Conference Registration, subs	Technology Fund	$400.00
Writing	Writing Workshop and Materials	Provide a workshop for all classroom teachers to focus on writing	Title I funds	$1,303.75
				Subtotal: $1,703.75

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Tutor	Academic tutor will be provided to students earning FCAT levels 1 or 2 in reading to build Science vocabulary background	Title I funds	$9,062.00
				Subtotal: $9,062.00
				Grand Total: $35,297.25

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment **(Uploaded on 10/8/2012)**

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
Staff Development (materials, substitutes)	$1,500.00

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

Help develop goals for our School Improvement Plan and Parent Involvement Plan
Help plan and organize a Community Resource Fair

AYP DATA

SCHOOL GRADE DATA

No Data Found

Volusia School District
ORTONA ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	79%	94%	68%	317	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	66%	56%			122	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?	47% (NO)	60% (YES)			107	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					546	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Volusia School District
ORTONA ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	87%	84%	69%	326	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	60%	65%			125	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?	47% (NO)	77% (YES)			124	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					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested