

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: TIMBERCREST ELEMENTARY SCHOOL

District Name: Volusia

Principal: Dr. Mary L. Cool

SAC Chair: Nicoleta Wells

Superintendent: Dr. Margaret Smith

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

Last Modified on: 10/22/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Mary L. Cool	BS Elementary Education MS Educational Leadership Ed.D Educational Leadership	6	6	2012-A School; (70% R/69% M; 69% R/72% M)* 2011-B School; AYP 85%; (85% R/86% M; 64% R/67% M; 47% R/ 64% M) 2010-B School; AYP 95%; (86% R/82% M; 64% R/56% M; 54% R, 42% M) 2009-A School; AYP 100%; (87% R/88% M; 70% R/74% M; 58% R, 66% M) 2008-A School; AYP 100%; (87% R/84% M; 71% R/63% M; 64% R, 56% M) 2007-A School; AYP 100%; (85% R/81% M; 69% R/49% M; 79% R, 51% M) * (% Proficient Reading/Math; % Learning Gains Reading/Math; % Lowest 25% Learning Gains Reading/Math)
					2012-A School; (70% R/69% M; 69% R/72% M)* 2011-B School; AYP 85%; (85% R/86% M; 64% R/67% M; 47% R/ 64% M) 2010-B School; AYP 95%; (86% R/82% M;

Assis Principal	Susan Tuten	BA Elementary Education MA Educational Leadership	5	10	64% R/56% M; 54% R, 42% M) 2009-A School; AYP 100%; (87% R/88% M; 70% R/74% M; 58% R, 66% M) 2008-A School; AYP 90%; (86% R/78% M; 73% R/68% M; 62% R, 63% M) 2007-A School; AYP 95%; (86% R/80% M; 73% R/68% M; 59% R, 72% M) * (% Proficient Reading/Math; % Learning Gains Readng/Math; % Lowest 25% Learning Gains Reading/Math)
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INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Academic Coach	Jason Vislosky	BA Elementary Education M. Ed. Educational Leadership	2		2012-A School; (70% R/69% M; 69% R/72% M)* 2011-B School; AYP 85%; (85% R/86% M; 64% R/67% M; 47% R/ 64% M) * (% Proficient Reading/Math; % Learning Gains Readng/Math; % Lowest 25% Learning Gains Reading/Math)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Timbercrest provides ongoing staff development in areas of need and requests from instructional staff.	Administration, Grade Chairmen, District Staff	June 2013	
2	Timbercrest is implementing an adjusted daily schedule to provide additional Professional Learning Communities time for each team once a week during their regular work day.	Administration, Special Area Teachers	June 2013	
3	Teachers who are new to Timbercrest are offered monthly support meetings to assist them with their transition.	Assistant Principal	June 2013	
4	Timbercrest has a Professional Development School partnership with the University of Central Florida. We support the growth and development of new teachers and make an effort to hire those that we feel would be a good match with our school.	PDS Steering Committee	June 2013	
5	There is a half hour intervention block scheduled 5 days a week for each grade level during which additional individualized instruction occurs for students at all levels of academic achievement in reading, writing, math, and/or science.	Grade Level Teams, Teachers as Tutors, Support Team Members (ESE, ESOL)	June 2013	
6	Timbercrest participates in the annual Job Fair and the principal serves on the distrcit Recruitment and Retention Committee.	Administration	June 2013	
7	Timbercrest participates in E2, the Teacher Mentoring Program.	Administration	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
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
57	0.0%(0)	29.8%(17)	43.9%(25)	26.3%(15)	26.3%(15)	100.0%(57)	12.3%(7)	7.0%(4)	70.2%(40)

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
Deanna Deyne	Wendy Scorpio	Wendy is a second year teacher and is participating in the E2 district program.	coaching, collaborative planning
Patricia Masker	Amanda Key	Amanda is a second year teacher and is earning her gifted certification.	coaching, collaborative 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

NA

Title I, Part C- Migrant

NA

Title I, Part D

NA

Title II

NA

Title III

NA

Title X- Homeless

NA

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal
Assistant Principal
PST Chairman
School Psychologist
Speech Clinician
Academic Coach
Grade/Area Chairmen

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

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

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

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

MTSS Implementation

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

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

Describe the plan to train staff on MTSS.

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

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration: Provides a common vision for the use of data-based decision-making in reading by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Reading Curriculum Map; monitors and ensures that intense intervention is occurring as indicated for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core instruction, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensure adequate professional development is scheduled for faculty.
Grade/Area Chairmen: Reinforces common vision, monitors student achievement data, creates and ensures implementation of Walk to Intervention for all students, facilitates grade/area Professional Learning Community meetings, communicates regularly with administration on progress of grade/area students.

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

Our Literacy Leadership Team meets monthly on the third Thursday of the month. During our meeting we review each grade level's progress noting any concerns that exist. We discuss data trends and problem solve any issues that have arisen. We review the school budget and discuss requests for expenditures.

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

We are focusing on improving the student achievement of our lowest quartile students in reading, especially at the 4th and 5th grade levels. We are focusing our efforts to help our students make learning gains and reach proficiency and beyond.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

NA

*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:	Students reaching proficiency (FCAT Level 3) in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (92)	26%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Kindergarten: Student personalities- lack of advanced reading students. Time made for the intervention needed	Dyad reading (buddy reading groups)-students paired with another student at a higher level (2+ levels), stronger reader helps weaker one get through difficult text.	Classroom teacher	Have the weaker reading student read the text independently to the instructor upon completion of buddy reading	DRA monitoring of progress
2	Grade 1: Family involvement, home support	Word building and high frequency word practice, differentiated homework, flexible grouping	Reading teacher	Evaluation and frequent assessments to guide flexible groups	DRA FAIR standards-based assessments HFW checks
3	Grade 2: Time	Differentiated skills centers, Spiraling curriculum	Classroom teacher	Daily practice sheets, small group observation	Unit tests
4	Grade 3: Attendance	Fluency checks	Classroom teacher	Increase in fluency	Increase in grade on weekly reading tests
5	Grade 4: Time, human resources, school schedule conflicts	Balanced reading program: small group, guided reading, vocabulary, phonics, fluency and comprehension	Classroom teacher	Unit tests, weekly tests, reading CFAs, benchmark tests	Unit tests, weekly tests, reading CFAs, benchmark tests
6	Time to make games, resources to make games, money	FCRR games and reading skill games implemented during reading centers	Classroom teacher	Unit tests, weekly tests, reading CFAs	Unit tests, weekly tests, reading CFAs
7	Grade 5: Time, resources- Leveled Readers, Intervention Kits are shared among grade rather than 1 per class, Technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Literature Circles, vocabulary activities, Reader's Theater, Read- Alouds	Classroom teacher	Common Formative Assessments	District Unit Assessments
8	ESE: Lack of student social	KAGAN strategies- quiz, quiz trade, rally robin,	ESE teacher	Observe, monitor for participation	Informal assessment

	skills	Second Step Social Skills			
9	ESOL: Nonfiction reading	ESOL tutoring after school 2 hours/ week for ESOL third graders. ESOL tutoring after school 1 hour/ week for ESOL 1st-5th graders	ESOL teacher-3rd graders, ESOL paraprofessional for 1st-5th graders	Pre and Post tests for each area in reading comprehension, strategies on how to take the FCAT, pre-FCAT assessment with immediate feedback	Post test for reading comprehension, pre-FCAT assessment
10	Special Area: Attendance issues	Seating to reinforce ABC order	Special Area teachers	Daily implementation	Teacher observation

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:	Our students will earn a Level 4, 5, or 6 on the FAA in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100%

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 curriculum aligned to access points from NGSSS in reading	Implement lessons that align with the NGSSS access points	ESE Team	Progress monitoring Student data using Unique Reports	FAA scores Curriculum-based measurement Unique Reports
2	Lack of lessons that provide different complexity levels for students with intellectual disabilities	Book study or research on effective strategies for teaching students with intellectual disabilities	ESE Team	Progress monitoring Student data using Unique Reports	FAA scores Unique Reports

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (184)	50%

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	Kindergarten: Time for intervention in classroom, planning for material to be reviewed and teacher has to create assessment for	Literature circles	Classroom teacher	Comprehension tests on each book reviewed and read by students	Review of students performance on comprehension questions of unit assessments

	each book reviewed				
2	Grade 1: Materials and resources for teaching in depth	Enrich phonics and reading differentiated homework	Reading teacher	Frequent evaluation and assessment to guide flexible groups	DRA FAIR standards-based assessments HFW checks
3	Grade 2: Resources	Focused intervention, vocabulary enrichment	Classroom teacher	Team collaboration-PLC, small group observation	Common Formative Assessments (CFAs)
4	Grade 3: Time, materials	Literature Circles	Classroom teacher	Higher level questioning	Rubric, observation, checklists, formative assessments
5	Grade 4: None	Non-fiction literature (Time for Kids magazine, Florida Studies Weekly, and Quick Reads series, mini readers) to be used cross curriculum and during reading block to teach reading skills	Classroom teacher	Unit tests, weekly tests, reading CFAs	Unit tests, weekly tests, reading CFAs
6	Grade 5: Time, resources- Leveled Readers, Intervention Kits are shared among grade rather than 1 per class, Technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Literature Circles Vocabulary activities Reader's Theater Read- Alouds	Classroom teacher	Common Formative Assessments	District Unit Assessments
7	ESOL: Nonfiction reading	ESOL tutoring after school, content area assistance as needed, consultation assistance as needed	ESOL teacher, ESOL paraprofessional	Performance in class on classroom assessments, improvement on work in the classroom	Classroom assessments
8	Special Area: Attendance	Phonological awareness & rhyming words, using creativity in activities	Special Area teachers	Repetition	Teacher observation Class performance

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Students reaching Achievement Level 7 or higher on the FAA in reading will increase by 50%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	50%

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 curriculum aligned to access points from NGSSS in reading	Implement lessons that align with the NGSSS access points	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Curriculum-based measurement Unique Reports
	Lack of lessons that	Book study or research	ESE Team	Progress monitoring	FAA scores

2	provide different complexity levels for students with intellectual disabilities in reading	on effective strategies for teaching students with intellectual disabilities	Student progress data using Unique Reports	Curriculum-based measurement Unique Reports
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making Learning Gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (171)	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	Kindergarten: Student involvement, time to prepare organizers	Graphic organizers of varying types (sequencing, classification, comparison and contrasts)	Classroom teacher	Have students use organizers when answering comprehension questions for reading and attach copy to their work.	Monitor achievement on answering of comprehension questions on unit tests
2	Grade 1: Too much testing, not leaving enough time	Goal setting and progress monitoring, identify students and provide interventions in 5 areas of reading	Reading teacher	Monitor progress and growth with standards-based observation checklist	FAIR DRA HFW Checklist
3	Grade 2: Parental support	Graphic organizers	Classroom teacher	Small group observation, team collaboration	FAIR Unit tests CFAs
4	Grade 3: Attendance	Fluency checks, Read Naturally	Classroom teacher	Increase fluency	Increase in grade on weekly reading tests
5	Grade 4: None	Leveled instruction: students will be placed into groups based upon benchmark accomplishment and / overall assessment of progress	Classroom teacher, grade level	Grade level will individually look at student progress based on grade level CFAs by benchmark, or classroom teacher will identify a student's progress by cumulative data (such as CFAs, FAIR, QPA, fluency measures, and / or weekly and unit reading tests)	CFAs, FAIR, QPA, fluency measures, and/or weekly and unit reading tests
6	Grade 5: Time, resources- Leveled Readers, Intervention Kits are shared among grade rather than 1 per class, Technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Literature Circles, Vocabulary activities, Reader's Theater, Read- Alouds, small group instruction, one-on-one instruction	Classroom teacher	Common Formative Assessments	District Unit Assessments
7	ESE: Lack of phonics skills	Early Intervention in Reading, Sound Cards, Phoneme Graphing Mapping	ESE teacher, Paraprofessionals	Mastery tests, daily individual tests, Ongoing Progress Monitoring	Curriculum based measurement

8	ESOL: Some of our students are ESE and ESOL	Work with ESE students during content area times in their content area classrooms, after school tutoring for 3rd grade ESOL students , one hour 2x/week; after school tutoring for 1st-5th grade ESOL students, one hour/week.	ESOL teacher, ESOL paraprofessional	Content area assessments, classroom teacher's progress reports, performance on reading checks that go along with the tutoring materials	Progress Reports, Report cards, Reading FCAT practice assessments
9	Special Area: Attendance issues	Word walls for vocabulary	Special Area teachers	Student use as reference and review	Teacher observation Questioning

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:	Our student will continue to make Learning Gains in reading on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	50%

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 curriculum aligned to access points from NGSSS in reading	Implement lessons that align with the NGSSS access points	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Curriculum-based measurement Unique Reports
2	Lack of lessons that provide different complexity levels for students with intellectual disabilities in reading	Book study or research on effective strategies for teaching students with intellectual disabilities	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Curriculum-based measurement Unique Reports

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of students in the lowest 25% making Learning Gains in reading will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (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
	Kindergarten: Tracking progress of individual students,	Guided reading groups	Classroom teacher	After reading text and orally quizzing students have them complete a	Assess the student on the material a day or two after

1	student engagement in reading			graphic organizer independently to assess their retention of the text.	conducting the guided reading strategy
2	Grade 1: Parental involvement, Need to go back to gaps in previous skills	Parent nights about reading and homework, identify and provide interventions in 5 areas of reading	All 1st grade teachers	Target the lowest and provide support for parents and students	Homework log standards-based checklist
3	Grade 2: Resources	Flexible grouping on specific skill activities	Classroom teacher	Small group observation, team collaboration	Unit tests FAIR DRA
4	Grade 3: Parental support	Communication in planners, Guided Reading groups, word sorts, vocabulary dominoes, vocabulary PowerPoints, suspended curriculum (as necessary). Providing weekly newsletter and websites for additional practice.	Classroom teacher	Successful completion of activity, target the lowest students and provide support for families	Increase in grade on vocabulary tests, and weekly tests in spelling and reading
5	Grade 4: None	Leveled instruction: students will be placed into groups based upon benchmark accomplishment and overall assessment of progress	Classroom teacher / grade level	Grade level will individually look at student progress based on grade level CFAs by benchmark or classroom teacher will identify a student's progress by cumulative data (such as CFAs, FAIR, QPA, fluency measures, and/or weekly and unit reading tests)	CFAs, FAIR, QPA, fluency measures, and/or weekly and unit reading tests
6	Grade 5: Time, resources- Leveled Readers, Intervention Kits are shared among grade rather than 1 per class, Technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Vocabulary activities, Reader's Theater, Read-Alouds, small group instruction, one-on-one instruction	Classroom teacher	Common Formative Assessments	District Unit Assessments
7	ESE: Lack of comprehension and vocabulary skills	Thinking Maps, vocabulary Cards, UNRAAVEL, antonyms, synonyms, 5 W cards, Reader Response to Fiction, Reading Mastery, Language Skills	ESE teacher, Paraprofessionals	Monitoring of standard strands through Performance Matters	Curriculum based measurement-MAZE, weekly tests
8	Lack of phonemic awareness	SRA Phonemic Awareness, letter, sound building, manipulatives	ESE teacher, Paraprofessionals	Phonemic Assessment Test- PAST	Curriculum based measurement
9	ESOL: Some of our students are ESE and ESOL	Work with ESE students during content area times in their content area classrooms, after school tutoring for 3rd grade ESOL students , one hour 2x/week; after school tutoring for 1st-5th grade ESOL students, one hour/week	ESOL teacher, ESOL paraprofessional	Content area assessments, classroom teacher's progress reports, performance on reading checks that go along with the tutoring materials	Progress Reports Report cards Reading FCAT Practice assessments
10	Special Area: Attendance issues	Flashcards, word walls, posters, sheet music and picture books to promote reading	Special Area teachers	Teacher observation of student participation	Teacher observation Skill checklists

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 (72% proficient).				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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: 80% Black: 44% Hispanic: 61%	White: 78% Black: 49% Hispanic: 69% (Safe Harbor 65%)

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	Kindergarten: Student personalities, home language exposure, lack of cultural background and exposure to standard language usage to help decipher text	Concept-Text-Application (CTA): Procedure: In the first phase, Concept, the teacher assesses the students' backgrounds and introduces those concepts and vocabulary that are new to the students. In the second phase, Text, the teacher sets a purpose, the students read the section silently, and the teacher asks literal question. When the entire section is completed, the teacher engages the students in a discussion during which the information is organized into some type of visual structure.	Classroom teacher	The students organize the information in the form of an outline, semantic map, or diagram.	Compare student responses on outline, map or diagram to text; the teacher then encourages the students to evaluate the material and to think divergently about the information,
2	Grade 1: Language barriers and parent knowledge of how to help at home	Translate homework into home language as needed, parent nights	Reading teacher	Identify students and families and provide support	Homework logs DRA FAIR
3	Grade 2: Parental Involvement	Skill-based intervention	Classroom teacher	Teacher Observation CFAs	Unit assessments Weekly assessments
4	Grade 3: Cultural/ language barriers, time, parental support	Use of leveled materials, vocabulary PowerPoints	Classroom teacher, ESE resource teacher, ESOL teacher	Teacher observation, activity products	Weekly vocabulary assessment
5	Grade 4: Time, student absences	Small group intervention with cloze, maze, and fluency practice	Classroom teacher	Quick Reads, Read Naturally	Unit tests Weekly Reading tests

6	Grade 5: Time, too many assessments, not enough time to remediate	Center activities, intervention groups by standard, fluency activities, vocabulary word walls, small group instruction	Classroom teacher	Read Naturally passages, Common Formative Assessments	District Unit Assessments
7	ESOL: Some of our Hispanic ESOL students are also in the ESE program full time or resource. Some of our Hispanic ESOL students are Non-English speaking. Parental involvement, suspended curriculum for some of the ESE students	Work with ESE students during content area times in their content area classrooms, after school tutoring for 3rd- 5th grade students, ESOL Open House and parent workshops throughout the year, suspend social studies in order for some of the ESE students to receive ESOL instruction, Walk to Intervention	ESOL teachers , paraprofessionals	Content area assessments, classroom teachers' progress reports, performance on ESOL and reading assessments	Teacher observation, Report cards, Reading FCAT practice assessments, Weekly and unit tests
8	Special Area: Oral language differences	Use of visuals	Special Area teachers	Teacher questioning	Teacher observation of student performance

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 or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47%	55% (Safe Harbor 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	Kindergarten: Lack of vocabulary	Label objects in the classroom, use the word and point to the object when referring to it. Allow students to use pictures in their writing to convey meaning	Classroom teacher	Monitoring of students written work	Daily writing assignment
2	Grade 1: Limited vocabulary	Use visual cues for vocabulary instruction	Reading teacher	Observe students using vocabulary during group discussion or small group- correct any misconceptions	FAIR
3	Grade 2: Vocabulary Phonic Sounds	Demonstrations and Picture Presentations Chunking	Literacy Teacher and ESOL Teacher	Whole/ Small Group Instruction Formative Observations	Vocabulary Assessments Weekly Phonics Assessments
4	Grade 3: Vocabulary Fluency	Pictures Dictionary Read Naturally Repeated Readings	Classroom teacher ESOL Teachers and Paraprofessional	Timed readings	Reading tests DIBELS Fair
5	Grade 4: Vocabulary Parental Support Background Knowledge	Total Physical Response Visual Cues	Classroom Teacher Special Area Teachers ESOL Teachers/ Paraprofessionals	Observation Text Dependent Questioning	Weekly Vocabulary Tests Writing

6	Grade 5: Using context clues to determine meaning of vocabulary	Key Words Chart Flash Cards Highlight Key Words Use Post-its	Classroom Teacher ESOL Teacher	Formatives	Read Naturally
7	ESE: Students lack knowledge of key vocabulary in English.	Explicit vocabulary instruction before every lesson.	ESE teacher	Teacher questioning Student response	Curriculum based measurement Teacher observation
8	ESOL: Reading comprehension	Use bilingual dictionary ESOL tutoring after school M-F NES assistance in content areas	ESOL teachers Classroom teacher ESOL paraprofessionals	Grades on assessments, class work, and group work Performance on reading checks for tutoring materials Grades on assessments in the content areas	Progress reports Report cards Unit progress tests FCAT practice assessments Content area assessments
9	Special Area: Attendance	Use of posters, and charts, close reading	Special area teachers	Observation of student improvement	Teacher observation

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%	33%

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	Kindergarten: Various, physical manipulative abilities may be limited, cognitive processes may be slower	Scaffolding. Start out with heavily teacher-mediated instruction -- explicit instruction -- then as students begin to acquire the skill, move down the continuum to more student-mediated instruction.	Classroom teacher	Administer regular informal/formal probes of student learning.	Create a monitoring chart that demonstrates to both teacher and student their progress toward definitive and measurable goals that are clear to the student.
2	Grade 1: Not enough time for smaller groups and direct instruction for gaps in skills	Work closely with ESE teachers to identify and meet needs and gaps	Reading teacher	Frequently monitor progress of students	DRA FAIR OPM
3	Grade 2: Vocabulary, processing, limited prior knowledge	Extra support, repetition, extra support from ESE staff	Classroom teacher, ESE teacher	Small group with ESE support, teacher observation	IEP Goals FAIR
4	Grade 3: Time, attendance	Phoneme Grapheme Mapping, Phonics for Reading, approaching level material	ESE resource teacher, classroom teacher	Teacher observation, in-class activities	Weekly assessments Program assessments
5	Grade 4: Time, student absences	Small group intervention with cloze, maze, and fluency practice	Classroom teacher	Quick Reads, Read Naturally	Unit tests Weekly Reading tests
6	Grade 5: Time, resources	Intervention in small groups by skill, vocabulary activities, phonics skills group	Classroom teacher	Common Formative Assessments	District Unit Tests

7	ESE: Students do not practice reading independently and do not meet fluency goals.	Read Naturally, reading by phrases, sight words, sentences, Readers Theater, Round Robin reading	ESE teacher, Paraprofessionals	Ongoing progress monitoring	DIBELs fluency checks, reading program fluency checks, FAIR
8	ESOL: ESE has precedence over ESOL for reading block, some of the ESE students are below level in reading and work at that level according to their IEP.	Work with ESE students during content area times in their content area classrooms, suspended curriculum for some of the ESE/ESOL students, after school tutoring for 3rd-5th grade ESOL students	ESOL teachers and paraprofessionals	Classroom teachers' progress reports, content area assessments, performance on reading and ESOL weekly tests and unit tests	Progress reports Report Cards Practice FCAT assessments in reading
9	Special Area: Student involvement	Immediate feedback and reinforcement	Special Area teachers	Special Area teachers	Student performance

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 SWD students will be reduced by meeting the AMO target.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65%	69%

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	Kindergarten: Lack of regular attendance, lack of common cultural background knowledge	Flex group instruction when possible, allow students to progress as able or continue to receive support that is needed	Classroom teacher	Formative assessments given in the classroom to determine students' level of achievement on an ongoing basis	Standard assessments given in the classroom
2	Grade 1: Homework and school work are not a priority when basic needs are not met	Provide support for students and families, phone and evening conferences as needed, parent nights	All 1st grade teachers	Identify and monitor progress of students	FAIR DRA
3	Grade 2: Limited vocabulary	Vocabulary word walls	Classroom teacher	Daily observation, oral vocabulary cards	Weekly assessments
4	Grade 3: Lack of background knowledge, lack of materials	In school field trips, sending home materials, use of computers, Safari Montage	Classroom teacher	Teacher observation	Student products
5	Grade 4: Time, student absences	Small group intervention with cloze, maze, and fluency practice	Classroom teacher	Quick Reads, Read Naturally	Unit tests Weekly Reading tests
6	Grade 5: Time, resources, behavior	Vocabulary activities, fluency readings, intervention by standard, phonics skill groups	Classroom teacher	Common Formative Assessments	District Unit Tests
7	ESOL: Parental involvement	Provide tutoring after school, provide supplies for families in need through Guidance Dept., parent- school communication	ESOL Teachers and paraprofessional	Class work and weekly assessments, teacher observation, student participation	Classroom assessments, ESOL assessments
8	Special Area: Attendance	Use of visuals	Special Area teachers	Teacher guided questioning	Student performance

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Topic - Charlotte Danielson's Framework for Teaching	all	Administration, VSET Team	School-wide	Monthly faculty meetings, weekly PLC Meetings	Classroom visitations, coaching	Administration, VSET Team, Grade/area chairmen, Instructional Support TOAs
Topic - Progress monitoring	K-5	Grade/area Chairmen	K-5	Weekly PLC meetings, Team Time	Formative and summative assessments Pinnacle Gradebook	Grade Chairmen, Academic Coach, Teachers, Instructional Support TOAs
Topic - Common Core State Standards	all	CCSS Lead Team	Teachers	Early Release Wednesdays, faculty meetings	Classroom visitations, coaching	Administration,CCSS Team, Grade Chairmen, Instructional Support TOAs
Standards-Referenced Grading	Teachers	Gradebook Managers	Teachers	Faculty meetings, Team Time	PLC visits, Team Time visits, requests for support	Grade Chairmen, Gradebook Managers, Instructional Support TOAs

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$1,500.00
			Subtotal: \$1,500.00
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
Academic Coach	Expert teacher to provide ongoing professional development to teachers at all grade levels and areas	District, EDEP, internal accounts	\$12,553.00
			Subtotal: \$12,553.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers as Tutors Program	Tutoring services to classroom teachers during the school day	State Matching Grant, EDEP, PTA grant, internal accounts	\$9,265.00
			Subtotal: \$9,265.00
			Grand Total: \$23,318.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The percentage of students scoring proficient in Listening/Speaking on CELLA will increase by 3%.			
2012 Current Percent of Students Proficient in listening/speaking:					
66% (72)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers use English Language Proficiency Standards for English Language Learners	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:		The percentage of students scoring proficient in Reading on CELLA will increase by 3%.			
2012 Current Percent of Students Proficient in reading:					
40% (44)					
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	ESOL: Non-fiction reading	ESOL tutoring after school 2 hrs./week for ESOL 3rd graders. ESOL tutoring after school 1 hr./week for ESOL 1st-5th graders.	ESOL teacher; 1st-5th graders; ESOL paraprofessionals	Pre and post tests for reading comprehension; strategies on how to take the FCAT; pre-assessment with immediate feedback	Post test for reading comprehension; pre-FCAT assessment
	Providing comprehensible	Data on ELL students language proficiency	Administrator Academic Coach	Ongoing monitoring of formative assessments	CELLA, IPT, FCAT, District

2	instruction to English Language Learners	and achievement levels should be used for differentiated instruction	and teacher observations by principal	Assessments
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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 3%.
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2012 Current Percent of Students Proficient in writing:

70% (76)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing comprehensible instruction to English Language Learners	Data on ELL students language proficiency and achievement levels should be used for differentiated instruction	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
2	Providing comprehensible instruction to English Language Learners	Ensure that teachers receive professional development related to effective instructional practices for teaching ELLs.	Administrator Academic Coach	Ongoing monitoring of formative assessments and teacher observations by principal	CELLA, IPT, FCAT, District Assessments
3	Language proficiency in English	Content area assistance in the classroom teacher's room when needed	ESOL teacher	Checking the writing according to the ELL writing rubric	Writing prompts done in the class and by the district

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$200.00
After school tutoring	Provide tutoring services for students in grades 1-5	District funds	\$1,380.00
			Subtotal: \$1,580.00
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
ESOL writing strategy training	Provide training in appropriate strategies for teaching writing to ESOL students	NA	\$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: \$1,580.00

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students achieving proficiency (FCAT Level 3) in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (121)	34%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: Attendance, missing pre-requisite skills	Math Centers	Classroom teacher	CFA Data, observation	Quick check in book and skill tests
2	ESE: Time to meet all students' needs	Centers from Envision	ESE teacher	Monitoring through Envision Math daily assessments	Envision Math daily assessments
3	Grade 5: Time, resources, technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Mountain Math, factor games, math manipulatives, multiplication drills, math center activities, math interactive computer games and presentations, math journals, vocabulary word walls	Classroom teacher	Common Formative Assessments	District Unit Assessments
4	Grade 1: Curriculum maps begin in inappropriate places, time for math and intervention	Use manipulatives during lessons and during tests, teach math vocabulary	Classroom teacher	Observation during lessons and small group lessons, identify students and provide support	Topic and county tests
5	Grade 2: Lack of foundational skills	Differentiated skills centers	Classroom teacher	Observations, student success with materials	Interim tests
6	Special Area: Attendance issues	Ordinal numbers and sequence	Special Area teachers	Constancy of use	Teacher observation
7	Kindergarten: Time to create checklists and have available for students to use. Students will have to be taught how to use them effectively.	Problem solving checklists for students to use with word problems.	Classroom teacher	Have students attach their checklists to check work done on word problems to check students' understanding.	Review of unit tests on word problems.
8	Grade 4: Time, lack of foundational skills	Mountain Math: cumulative review of math skills, Singapore Math: multiplication strategies	Classroom teacher	Responses to Mountain Math questions	Mountain Math questions
9	ESOL: Math vocabulary, problem solving	Bilingual dictionary of math terminology, content area assistance, ESOL tutoring after school 2x/ week fro 1	Classroom teacher, paraprofessional/ESOL teacher	Grades on assessments and class work	Math assessments, Progress reports, reort card grades

hour for 4th & 5th grades

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:	Our students will achieve at Levels 4, 5, or 6 on the FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100%

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 curriculum aligned to access points from NGSSS in math	Implement lessons that align with NGSSS access points	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Curriculum-based measurement Unique Reports
2	Lack of lessons that provide different complexity levels for students with intellectual disabilities	Book study or research on effective strategies for teaching students with intellectual disabilities	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Unique Reports

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (151)	41%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: Sharing materials	Mountain Math or Numeracy Centers, math centers	Classroom teacher	Observation	District math interim assessments
2	Time	Math centers	Classroom teacher	Teacher observation	Observation, CFAs, Topic tests
3	Attendance, time, materials	Enrichment activities	Classroom teacher	Higher level thinking	District math interim assessments
4	Special Area: Attendance issues	Patterns in time and form	Special Area teachers	Unit objectives	Teacher observation, Class accomplishment
	ESOL: Math vocabulary,	Content area assistance,	Classroom teacher, paraprofessional/ESOL	Grades on assessments and class work	Math assessments,

5	problem solving	ESOL tutoring after school 2x/ week for 4th & 5th grades	teacher		Progress reports, Report card grades
6	Kindergarten: a) Time to create prompts and modify lesson plans b) students' ability to express themselves in writing	Math journals to create greater understanding of topics	Classroom teacher	Review journals for completion and understanding	Review of unit assessments
7	Grade 1: Resources aren't appropriate level for enrichment time for small groups	Provide opportunities for rigor through word problems and real-life problem solving, teach vocabulary in depth	Classroom teacher	Observation during lessons and small group lessons, identify students and provide enrichment opportunities	Topic and county tests
8	Grade 2: Resources that use application	Flexible grouping	Classroom teacher	Daily lessons, observations, student success with materials	CFAs
9	Grade 4: Money, availability, time	Math skill centers	Classroom teacher	Classroom teacher will teach through center activities and/or classroom teacher will use quizzes, topic and interim tests to evaluate needs of students and place them in centers to meet their instructional needs	Topic and Interim tests
10	Grade 5: Time, resources, technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Mountain Math, factor games, math manipulatives, multiplication drills, math center activities, math interactive computer games and presentations, math journals, vocabulary word walls	Classroom teacher	Common Formative Assessments	District Unit 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:	Fifty percent of our students will score at Achievement Level 7 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	50%

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 curriculum aligned to access points from NGSSS in math	Implement lessons that align with NGSSS access points	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Curriculum-based measurement Unique Reports
2	Lack of lessons that provide different complexity levels for students with intellectual disabilities	Book study or research on effective strategies for teaching students with intellectual disabilities	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Unique Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% (179)	72%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of math fact fluency	Multiplication races	ESE teacher	Daily monitoring	Envision math assessments
2	Grade 3: Parental Involvement	Daily math homework	Classroom teacher	Monitor performance of daily work, longer retention of skills	Skills tests, CFAs
3	Special Area: Attendance issues	Clapping rhythms	Special Area teachers	Student participation	Teacher observation
4	Kindergarten: Creating time in classroom for doing peer work; students must be closely monitored.	Peer mentoring	Classroom teacher	Monitor performance of daily and unit work	Review of unit assessments after mentoring has started
5	ESOL: Math vocabulary, problem solving	Bilingual dictionary of math terminology, content area assistance, ESOL tutoring after school 2x/week for 1 hour for 4th & 5th grades	Classroom teacher, paraprofessional/ESOL teacher	Grades on assessments and class work	Math assessments, Progress reports, Report card grades
6	Lack of problem solving	Greg Tang, Singapore Math	ESE teacher	Daily monitoring	Envision math assessments
7	ESE: Lack of number sense	Touch Math, manipulatives, multisensory approaches	ESE teacher, Paraprofessionals	Weekly monitoring of students, knowledge of content related vocabulary	Curriculum based measurement through Envision Math series
8	Grade 1: Time to master skill- topics change often	Allow opportunities to retake tests for mastery after intervention, monitor growth	Classroom teacher	Test-intervention-retest	Topic and county tests
9	Grade 2: Developmental readiness	Visual animation, use of manipulatives	Classroom teacher	Daily lessons	Topic tests, CFAs
10	None	Math fact mastery through flash cards, centers, games, and other tools	Classroom teacher/grade level	Grade level will establish a multiplication mastery program based on fluency tests	Multiplication fluency tests by families (2's, 3's, 4's etc)
11	Grade 4: Lack of number sense foundation, time, student attendance	Manipulatives	Classroom teacher	Classroom teacher will look at student progress according to CFAs, topic tests ,and interims to determine effectiveness	CFAs, topic tests, and interim assessments
12	Grade 5: Time, resources, technology to enrich/intervene, behavior, too many assessments, not enough time to teach,	Mountain Math, factor games, math manipulatives, multiplication drills, math center activities, math interactive computer games and	Classroom teacher	Common Formative Assessments	District Unit Assessments

attendance, student accountability	presentations, math journals, vocabulary word walls		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	Fifty percent of our students will make a learning gain in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (1)	50%

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 curriculum aligned to access points from NGSSS in math	Implement lessons that align with the NGSSS access points	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Curriculum-based measurement Unique Reports
2	Lack of lessons that provide different complexity levels for students with intellectual disabilities	Book study or research on effective strategies for teaching children with intellectual disabilities	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Unique Reports

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62% (40)	65%

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	Grade 1: Have to go back to previous skills before moving on, lack of vocabulary and background	Multiple opportunities to test, intervention small groups, manipulatives	Classroom teacher	Test-intervention-retest	Data sheets, topic and county tests
2	Special Area: Attendance	Drawing, clapping rhythms, timings, and multiplication songs to support Math	Special Area teachers	Repetition, student participation	Teacher observation and review, questioning
3	Grade 3: Materials, time,	Manipulatives, visuals, modeling	Classroom teacher	Teacher observation, student products	Skill tests

	attendance				
4	Kindergarten: a) Requires some lead to implement, must know students' common mistakes in mathematics b) Requires production of small checklists for students	Personalized self correction checklist for students to review their work	Classroom teacher	Students turn in their checklist with daily work as well as unit assessments	Compare performance and common mistakes made by student against prior tests, look for reduction in common errors
5	Grade 2: Parental support	Flexible grouping	Classroom teacher	Daily lessons, quick checks	CFAs
6	Grade 4: None	Manipulatives	Classroom teacher	Classroom teacher will look at student progress according to CFAs, topic tests, and interims to determine effectiveness.	CFAs, topic tests, and interims
7	None	Math fact mastery through flash cards, centers, games, and other tools	Classroom teacher/grade level	Grade level will establish a multiplication mastery program based on fluency tests.	Multiplication fluency tests by families (2's, 3's, 4's etc)
8	ESE: Lack of number sense	Math lines, number lines	ESE teacher, Paraprofessionals	Weekly monitoring of mastery of math content	Curriculum based assessments
9	Grade 5: Time, resources, technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Mountain Math, factor games, math manipulatives, multiplication drills, math center activities, math interactive computer games and presentations, math journals, vocabulary word walls	Classroom teacher	Common Formative Assessments	District Unit Assessments
10	ESOL: Math vocabulary, word problem solving, testing format	After school tutoring for students 4th-5th Grade as needed	ESOL teacher, ESOL paraprofessional, Parents, classroom teacher	Math tutoring materials as provided by the district	Teacher created practice checks during tutoring, Work samples, Class work, End of unit 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 (70% proficient).				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	67	70	73	76	79	

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: 76% Black: 35% Hispanic: 65%	White: 77% Black: 48% (Safe Harbor 42%) Hispanic: 67%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade 3: Parent & student participation	Flashcards with facts & vocabulary in school with practice at home	Classroom teacher	Observation of daily work	Skill tests Teacher observation
2	Kindergarten: Language barrier, building lessons for specific students, time to implement the intervention	Echo reading	Classroom teacher	Teacher evaluation after student has had opportunity to read with teacher and peers	DRA
3	ESOL: Some of these students are both ESE and ESOL, vocabulary, word problem solving, testing format	After school tutoring for ESOL students 3rd-5th grade as needed, content area assistance in the regular classroom when possible	ESOL teacher, ESOL paraprofessional	Teacher created practice samples, classroom work samples and assessments show progress	Teacher created practice checks during tutoring, Work samples, Classroom assessments, Progress reports Report card grades
4	Special Area: Attendance issues	Problem solving applications	Special Area teachers	Utilization in activities with critical thinking	Teacher observation
5	Grade 5: None	Mountain Math, factor games, math manipulatives, multiplication drills, math center activities, math interactive computer games and presentations, math journals, vocabulary word walls	Classroom teacher	Common Formative Assessments	District Unit Assessments
6	Grade 1: Vocabulary and background knowledge	Picture cards and tactile opportunities	Classroom teacher and ESOL paraprofessionals	Provide support through observation data collection, and flexible grouping	Topic and Florida benchmark tests, county tests
7	Grade 2: Parental involvement	Visual aids, modeling	Classroom teacher	Daily lessons, quick checks	Daily checks, topic tests
8	Grade 4: Time	Build background knowledge through experiences: life scenarios (story form and acting out), video clips, and simulations through visual learning and the math curriculum.	Classroom teacher	Informal: classroom discussion; Formal: "quick checks" from curriculum, grade level CFAs, topic tests, and interim county tests	Topic tests Interim county tests
9	ESE: None	Precision Teaching- addition, subtraction, multiplication and division facts	ESE teacher, Paraprofessionals	Daily monitoring of math skills	Curriculum based measurement

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 or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%	53% (Safe Harbor 51%)

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	Kindergarten: Lack of confidence to communicate clearly	Use small group and group projects with peers who can explain or demonstrate what is required of them	Classroom teacher	Observe students participation in small groups	Evaluate students work when participating in small group, grade group projects
2	Grade 1: Limited vocabulary	Develop common vocabulary related to common core standards	Teacher	Develop and use common math vocabulary/observe students using vocabulary during whole group or small group instruction-correct any misconceptions	Topic and interim assessments
3	Grade 2: Vocabulary Problem Solving	Spanish / English Dictionary Modeling and Repeating	Math Teacher ESOL Teacher	Formative Observations Small Group	Topic Assessments Word Problems
4	Grade 3: Word problems Knowing math facts Gaps from prior schooling	Math dictionary Manipulatives U.P.S. Strategy / Key words Intervention groups, Flash cards	Classroom teacher	Quick check	Interims CFAs Topic tests
5	Grade 4: Vocabulary Parental Support Background Knowledge	Visual Cues Small Group Centers	Classroom Teacher ESOL Teachers/ Paraprofessionals	Observation Math Notebooks	Extended Response Math Notebooks
6	Grade 5: Word Problems	Draw a Picture/Act it Out	Classroom Teacher ESOL Teacher	Quick Checks Formatives	Manipulatives Math Notebooks
7	ESE: Students lack knowledge of key math terminology	Explicit instruction of math vocabulary before new units of study	ESE teacher	Teacher questioning	Teacher observation
8	ESOL: Math vocabulary Problem solving	Content area assistance ESOL tutoring after school Bilingual dictionary	ESOL teachers Classroom teacher ESOL paraprofessionals	Grades on assessments and classwork Math tutoring checks provided by materials used	Math assessments Progress reports Report card grades
9	Special Area: Attendance	Skip counting Note value 3rd grade symmetry	PE teachers Music teacher Art teachers	Class participation and student observation	Teacher observation

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	In 2012-2013, the achievement gap for SWD students will be reduced by meeting the AMO target or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%	38% (Safe Harbor 33%)

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	Grade 5: Time, resources, too many assessments, not enough time to remediate	Mountain Math, math skills drills, center activities, intervention groups by standard	Classroom teacher	Common Formative Assessments	FOCUS Tests Envision Assessment Book Chapter Tests
	Grade 3:	Small group,	Classroom teacher,	Teacher observation	Skill tests

2	Attendance	manipulatives	ESE resource teacher		
3	ESE: Students do not apply problem solving to word problems.	Mountain Math, FCAT Problem Solving	ESE teacher, Paraprofessionals	Daily assessments	Envision Topic Tests
4	Kindergarten: Various, physical manipulative abilities may be limited, cognitive processes may be slower	Scaffolding. Start out with heavily teacher-mediated instruction -- explicit instruction -- then as students begin to acquire the skill, move down the continuum to more student-mediated instruction	Classroom teacher	Administer regular informal/formal probes of student learning	Create a monitoring chart that demonstrates to both teacher and student their progress toward definitive and measurable goals
5	Grade 1: Not enough time or people to really address one on one gaps in learning	Manipulatives, work closely with ESE teacher to assure student needs are met in a small group setting	Math teacher	Provide small group opportunities using manipulatives, frequently monitor progress	Topic tests unit tests
6	Grade 2: Developmental readiness	Visuals, repetition, manipulatives	Classroom teacher	Daily lessons, math centers	Topic tests Interim assessments
7	Grade 4: Time	Build background knowledge through experiences: life scenarios (story form and acting out), video clips, and simulations through visual learning and the math curriculum.	Classroom teacher	Informal: classroom discussion Formal: "quick checks" from curriculum, grade level CFAs, topic tests, and interim county tests	Topic tests Interim county tests
8	ESOL: Vocabulary, word problem solving, testing format	Content area assistance in their content area classrooms, after school tutoring	ESOL teachers and paraprofessionals	Classroom progress reports, teacher observations	Interim reports Weekly and unit math tests
9	Special Area: Student involvement	Immediate feedback and reinforcement	Special Area teachers	Teacher observation	Student performance

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 or through Safe Harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%	67% (Safe Harbor 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	Grade 3: Attendance, parental involvement	Math basic facts flashcards at home, math vocabulary lists in school and sent home	Classroom teacher	Performance on in-class assignments and activities, teacher observation	Skills tests Quick checks
2	Grade 1: Vocabulary and background knowledge	Manipulative for one to one correspondence, vocabulary cards	Classroom teacher	Provide support through observation data collection and flexible grouping	Topic and Florida benchmark tests, county tests
3	Special Area: Attendance issues	Calculating and measuring	Special Area teachers	Repetition in activities	Teacher observation

4	ESOL: Beginning level of proficiency in English	After school tutoring for ESOL students 3rd-5th grade as needed, content area assistance in the regular classroom when possible	ESOL teacher, ESOL paraprofessional	Teacher created practice samples, classroom work samples and assessments show progress	Teacher created practice checks during tutoring, Work samples, Classroom assessments, Progress reports Report card grades
5	Kindergarten: Requires extra prep by teacher	Make a drawing of an application or word problem to help them find solutions	Classroom teacher	Review daily and unit assessments	Unit assessments
6	Grade 2: Lack of foundational skills	Repetition, peer buddies	Classroom teacher	Skill drills, observation	CFAs Interim assessment
7	Grade 4: Time	Build background knowledge through experiences: life scenarios (story form and acting out), video clips, and simulations through visual learning and the math curriculum.	Classroom teacher	Informal: classroom discussion Formal: "quick checks" from curriculum, grade level CFAs, topic tests, and interim county tests	Topic tests Interim county tests
8	Grade 5: Time, resources, technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Mountain Math, factor games, math manipulatives, multiplication drills, math center activities, math interactive computer games and presentations, math journals, vocabulary word walls	Classroom teacher	Common Formative Assessments	District Unit 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
Progress monitoring	K-5	Grade/area Chairmen	K-5	Weekly PLC meetings, Team Time	Formative and summative assessments Pinnacle Gradebook	Grade Chairmen, Academic Coach, Teachers, Instructional Support TOAs
Common Core State Standards	K-5	CCSS Lead Team	Teachers	Early Release Wednesdays, faculty meetings	Classroom visitations, coaching	Administration, CCSS Team, Grade Chairmen, Instructional Support TOAs
Charlotte Danielson's Framework for Teaching	All	Administration	School-wide	Monthly faculty meetings, weekly PLC Meetings	Classroom visitations, coaching	Administration, VSET Team, Grade/area chairmen, Instructional Support TOAs
Standards-Referenced Grading	All	Gradebook Managers	Teachers	Faculty meetings, Team Time	PLC visits, Team Time visits, requests for support	Grade Chairmen, Gradebook Managers, Instructional Support TOAs

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$1,500.00
			Subtotal: \$1,500.00
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
Academic Coach	Expert teacher to provide professional development to teachers at all grade levels and areas	District, EDEP, internal accounts	\$12,533.00
			Subtotal: \$12,533.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers as Tutors Program	Tutoring services to classroom teachers	State Matching Grant, EDEP, PTA grant, internal accounts	\$9,264.00
			Subtotal: \$9,264.00
			Grand Total: \$23,297.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.		Students achieving proficiency (FCAT Level 3) in science by 3%.			
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
41% (59)		44%			
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	Kindergarten: Materials, time to develop and implement strategy in the science block	Use science journals	Classroom teacher	Monitor journals on a weekly basis.	Science writing prompt at end of each unit
2	Grade 1: Lack of text and curriculum material	Hands on activities and real life experiences to connect to lessons	Classroom teacher	Creating a science journal while working through process	Science journals and CFAs
3	Grade 2: Resources	Science stations, display science vocabulary	Classroom teacher	Science discussions, experiments	CFAs Assessments
4	Grade 3: Attendance	Experiments, in-school field trips	Classroom teacher	Lab report	Interim science assessments

5	Grade 4: Finances to purchase resources, time	Experiments	Classroom teachers and students	Students will participate in experiments in class and on thematic rotation days. Students will take grade level CFAs and county assessments to determine concept growth and mastery.	Grade level developed CFAs, County Interim Assessments
6	Grade 5: Time, resources, technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Hands-on labs, vocabulary word walls, interactive science notebooks, Bill Nye videos/Safari Montage, computer games/presentations, science flash cards, leveled readers	Classroom teacher	Common Formative Assessments	District Unit Assessments
7	ESE: Lack of vocabulary and prior knowledge	Safari Montage, Content Essentials for Science, vocabulary cards, technology animations	ESE teacher	Weekly assessments	Curriculum based measurement
8	ESOL: Vocabulary, language level of proficiency	After school tutoring for ESOL students 3rd-5th grade as needed, content area assistance in the regular classroom when possible	ESOL teacher, ESOL paraprofessional	Teacher created practice samples, classroom work samples and assessments show progress	Teacher created practice checks during tutoring Work samples Classroom assessments Progress reports Report card grades
9	Special Area: Attendance issues	Inclusion of principles such as speed, movement, force, distance, perspective, animal stories and outdoor activities	Special Area teachers	Observation of student participation	Teacher observation and review

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.	Students achieving above proficiency (FCAT Levels 4
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Science Goal #2a:	and 5) in science will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (36)	28%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Kindergarten: Review of current classroom lessons and insertion of graphing activities and lessons	Use graphs to depict the results of observations and experiments	Classroom teacher	Insert graphing tasks into unit assessments. Have students use graphs in science journals and review their use on a regular basis.	Review of students performance in plotting of data at the end of each assignment.
2	Grade 1: Resources and time	Content based reading to enrich knowledge	Classroom teacher	Thinking maps with reading	CFAs and thinking maps
3	Grade 2: Resources	Enriched vocabulary, applications	Classroom teacher	Scientific process, hands-on experiments	CFAs
4	Grade 3: Time, attendance, organization, change in rigor	Science notebooks, in-school field trips	Classroom teacher	Science notebook checks	Interim Science Assessments
5	Grade 4: Resources, time	Problem solving and extensions to real life	Classroom teachers, students	Students will participate in real life problems, then will be assessed using scenarios or quizzes.	Portfolio assessment, Quizzes
6	Grade 5: Time, resources, technology to enrich/intervene, behavior, too many assessments, not enough time to teach, attendance, student accountability	Hands-on labs, vocabulary word walls, interactive science notebooks, Bill Nye videos/Safari Montage, computer games/presentations, science flash cards, leveled readers	Classroom teacher	Common Formative Assessments	District Unit Assessments
7	ESOL: Vocabulary, language level of proficiency	After school tutoring for ESOL students 3rd-5th grade as needed, content area assistance in the regular classroom when possible	ESOL teacher, ESOL paraprofessional	Teacher created practice samples, classroom work samples and assessments show progress	Teacher created practice checks during tutoring, Work samples, Classroom assessments, Progress reports Report card grades
8	Special Area: Attendance issues	Health, body systems, nutrition instruction, and use of 5 senses	Special Area teachers	Daily implementation	Teacher observation Application in activities

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

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

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
Standards-Referenced Grading	Teachers	Gradebook Managers	Teachers	Faculty meetings, Team Time	PLC visits, Team Time visits, requests for support	Grade Chairmen, Gradebook Managers, Instructional Support TOAs
Charlotte Danielson's Framework for Teaching	all	Administration	School-wide	Monthly faculty meetings, weekly PLC Meetings	Classroom visitations, coaching	Administration, VSET Team, Grade/area chairmen, Instructional Support TOAs
Common Core State Standards	all	CCSS Lead Team	Teachers	Early Release Wednesdays, faculty meetings	Classroom visitations, coaching	Administration, CCSS Team, Grade Chairmen, Instructional Support TOAs
Progress monitoring	K-5	Grade/area Chairmen	K-5	Weekly PLC meetings, Team Time	Formative and summative assessments Pinnacle Gradebook	Grade Chairmen, Academic Coach, Teachers, Instructional Support TOAs

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$1,500.00
			Subtotal: \$1,500.00
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
	Expert teacher to deliver		

Academic Coach	professional development to all teachers at all grade levels/areas	District, EDEP, internal accounts	\$12,553.00
			Subtotal: \$12,553.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$14,053.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Students scoring at Achievement Level 3.0 or higher in writing will increase by 3%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% (101)	87% (127)

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	Kindergarten: Lack of fine motor skills and coordination skills in young children	Writing Journals	Classroom teacher	Review journals daily	Performance writing prompts and on unit tests
2	Grade 1: Cannot work at an independent level, word knowledge	Use word wall and word dictionaries when working through writing process modeling	Classroom teacher	Weekly writing and conferences	Writing prompt
3	Grade 2: Foundational skills	Writing to prompts, modeling writing, genres	Classroom teacher	Writing rubrics	Quarterly prompts
4	Grade 3: Attendance, time, legibility, lack of foundational skills	Writing folder	Classroom teacher	Rubrics used on graphic organizers and rough drafts	Writing samples Final products
5	Grade 4: None	Quick Writes	Classroom teacher, students	Students will participate in brief writing sessions to practice a specific, targeted skill. Classroom teachers will individually and collaboratively score samples.	Student samples
6	Grade 5: Time, resources, technology to enrich/intervene, behavior, too many	Daily writing journals, grammar skills practice, practice writing prompts	Classroom teacher	Grammar assessments, writing prompts	District writing prompts

	assessments, not enough time to teach, attendance, student accountability				
7	ESE: Lack of organizational skills in writing	4-square writing graphic organizer	ESE teacher	Weekly assessments	Writing prompts
8	Lack of language development	Prewriting which includes brainstorming and thinking maps	ESE teacher	Weekly assessments	Writing prompts
9	Lack of handwriting skills	Mini-lessons on handwriting, practice incorporated into Early Interventions in Reading	ESE teacher, Paraprofessionals	Weekly assessments, observation	Writing prompts
10	ESOL: Language proficiency in English	Content area assistance in the classroom teacher's room when needed	ESOL teacher	Checking the writing according to the ELL writing rubrics	Writing prompts done in class and for the county

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:	Both of our students will score a 4 or higher in writing on the Florida Alternative Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1)	100%

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 curriculum aligned to access points from NGSSS in writing	Implement lessons that align with NGSSS access points	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Curriculum-based measurement Unique Reports
2	Lack of lessons that provide different complexity levels for students with intellectual disabilities	Book study or research on effective strategies for teaching children with intellectual disabilities	ESE Team	Progress monitoring Student progress data using Unique Reports	FAA scores Unique Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Charlotte Danielson's Framework for Teaching	all	Administration	School-wide	Monthly faculty meetings, weekly PLC Meetings	Classroom visitations, coachingv	Administration, VSET Team, Grade/area chairmen, Instructional Support TOAs

Progress monitoring	K-5	Grade/area Chairmen	Grade/area Chairmen	Weekly PLC meetings, Team Time	Formative and summative assessments Pinnacle Gradebook	Grade Chairmen, Academic Coach, Teachers, Instructional Support TOAs
Common Core State Standards	all	CCSS Lead Team	Teachers	Early Release Wednesdays, faculty meetings	Classroom visitations, coaching	Administration, CCSS Team, Grade Chairmen, Instructional Support TOAs
Standards-Referenced Grading	Teachers	Gradebook Managers	Teachers	Faculty meetings, Team Time	PLC visits, Team Time visits, requests for support	Grade Chairmen, Gradebook Managers, Instructional Support TOAs

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$1,500.00
			Subtotal: \$1,500.00
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
Academic Coach	Expert teacher to provide professional development to all teachers at all grade levels and areas	District, EDEP, internal accounts	\$12,553.00
			Subtotal: \$12,553.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$14,053.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	The overall attendance rate will increase by 1%. The percent of excessive absences and excessive tardies will decrease by 3% each.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.44%	96.44%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

213	207
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
149	145

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents	Immediate teacher contact if there is an attendance concern, immediate meeting for monitored students as soon as there is a concern	Classroom teacher, social worker, counselor, PST chair	Evaluation of the data and reports	Attendance card, CrossPointe data, VCS Reports and downloads
2	Time	More shared duties between PST chair, social worker, attendance clerk and counselor	Social worker, counselor, PST chair	Evaluation of data and reports	Time between initial report and attendance improvement as noted on CrossPointe report
3	Flu outbreak	Handwashing signs over sinks, handwashing video presentation, increased washing of desktops by custodians	Custodians	Teacher reports	Observation, video presentation schedule, custodian checklist
4	Incorrect address	Attendance clerk reports when Connect-Ed informs about a wrong number.	Attendance clerk Attendance clerk	Clerk reports	Amount of undeliverable mail

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
Attendance/Tardy	K-5	Guidance Counselor	Classroom Teachers	Monthly	Compulsory Attendance Report	Guidance Counselor School Social Worker

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:	The number of in-school and out of school suspensions will decrease by 2% each.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
55	54
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
41	40
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
39	38
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
16	15

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 lack of available time for the Behavior	Initiation of the Behavior Leadership	Behavior Leadership Team,	Intervene before targeted behaviors	Discipline Referral totals per

1	Leadership Team to meet for planning and implementation, lack of parental involvement	Team to reduce discipline referrals and impact misbehavior by using: <ul style="list-style-type: none"> - A behavior curriculum - Teacher collaboration - A focus on instruction <ul style="list-style-type: none"> - Procedures that teach expectations to students - Emphasis on consequences and rewards - An emphasis on prevention of behavior problems - A focus on misbehavior as a teaching tool. 	classroom teachers, Assistant Principal	occur, use of a multi-tier model of service delivery by using an efficient, needs-driven resource deployment system to match behavioral resources with student need, use research-based, scientifically validated interventions to the extent available, monitor student progress to inform interventions, use data-based decisions (discipline referrals and performance) to determine student responses to the interventions to make decisions.	quarter. Use assessment for three different purposes: 1) screening of data comparison per day, per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Data and Procedures Training	K-5	Assistant Principal	All Instructional Staff	Faculty meeting, BLT meetings	CrossPointe Discipline Data	Assistant Principal

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

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Timbercrest will maintain our 5-Star School status by continuing consistent parent involvement at school functions, parent/teacher conferences, and parent communications.
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	Adequate funding	Work collaboratively with the PTA to create little or no cost activities for families to enjoy at the school	PTA President, Principal	Keep track of families who participate in our events	Sign-in sheets at each event, Five Star Award Book
2	None	Continue to be designated as a Five Star School	Five Star School facilitator	Collection of artifacts	Five Star School Award
3	Volunteer teachers	Family Curriculum Nights <ul style="list-style-type: none"> • Reading • Writing • Math • Science 	Grade chairmen	Attendance at Curriculum Nights, student achievement in content areas	Sign-in sheets, student achievement
4	Lack of family attendance at school events	Advertise schedule of school events in display case on outside wall	Office staff	Attendance at school events, family comments	Sign-in sheets at family events
5	Parental Involvement	Book It! Helps the Hungry Program	Volunteer Coordinator	Book It! reading logs	Pledge forms and donations

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

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

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

Parent Involvement Budget:

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

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:		Grade level teams will develop and implement 2 new project-based STEM lessons appropriate to their grade level.			
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 which are aligned to the Common Core ELA and Mathematical Practices	District STEM TOA Grade level Chairpersons	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)

Increase the number of students achieving at high levels. Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. I increase the number of students achieving at high levels. Goal		Increase the number of 4th and 5th grade students who earn Honor Roll by 3%.			
I increase the number of students achieving at high levels. Goal #1:					
2012 Current level:			2013 Expected level:		
45% (127)			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	Data collection	Increase community involvement by working with our business partner, Back Lightning, to award a free karate session to each student who earns Honor Roll.	Principal, Academic Coach	Monitor the number of students earning Honor Roll each quarter.	Create a report showing the number of students earning Honor Roll at the end of each quarter.

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 I increase the number of students achieving at high levels. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$1,500.00
CELLA	Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$200.00
CELLA	After school tutoring	Provide tutoring services for students in grades 1-5	District funds	\$1,380.00
Mathematics	Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$1,500.00
Science	Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$1,500.00
Writing	Professional Learning Communities	Release duty time, books, supplies	Substitute funds, internal accounts	\$1,500.00
				Subtotal: \$7,580.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Academic Coach	Expert teacher to provide ongoing professional development to teachers at all grade levels and areas	District, EDEP, internal accounts	\$12,553.00
CELLA	ESOL writing strategy training	Provide training in appropriate strategies for teaching writing to ESOL students	NA	\$0.00
Mathematics	Academic Coach	Expert teacher to provide professional development to teachers at all grade levels and areas	District, EDEP, internal accounts	\$12,533.00
Science	Academic Coach	Expert teacher to deliver professional development to all teachers at all grade levels/areas	District, EDEP, internal accounts	\$12,553.00
Writing	Academic Coach	Expert teacher to provide professional development to all teachers at all grade levels and areas	District, EDEP, internal accounts	\$12,553.00
				Subtotal: \$50,192.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers as Tutors Program	Tutoring services to classroom teachers during the school day	State Matching Grant, EDEP, PTA grant, internal accounts	\$9,265.00
Mathematics	Teachers as Tutors Program	Tutoring services to classroom teachers	State Matching Grant, EDEP, PTA grant, internal accounts	\$9,264.00
				Subtotal: \$18,529.00
				Grand Total: \$76,301.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority

Focus

Prevent

NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/24/2012)

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
Support the Teachers as Tutors Program, approve mini-grants for teachers, fund tutoring for SAC members' children during meetings, allocate classroom materials to teachers with any leftover funds at the end of the school year.	\$1,552.00

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

SAC will:

- Approve the bylaws that govern how SAC business is conducted.
- Approve all SAC budget requests to support our school improvement goals
- Examine all aspects of our school when developing our school improvement plan.
- Function as the liaison to our family community.
- Provide input to school programs and issues.
- Serve as the Timbercrest District Advisory Council (DAC) representative
- Assist in recruiting and retaining other SAC members.
- Participate in efforts to encourage support for the goals and activities of our school.
- Attend all SAC meetings to help us retain our Five Star School status.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found

Volusia School District TIMBERCREST ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	87%	80%	338	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	67%			131	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)	64% (YES)			111	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					580	
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 TIMBERCREST ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	82%	86%	61%	315	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	56%			120	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?	54% (YES)	42% (NO)			96	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					531	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested