FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: TORTUGA PRESERVE ELEMENTARY SCHOOL

District Name: Lee

Principal: Alane Adams

SAC Chair: TBD

Superintendent: Dr. Jospeh Burke

Date of School Board Approval: TBD

Last Modified on: 11/1/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Alane Adams	BA – Elementary Ed/Deaf Education, Flagler College; MA – Ed Leadership, Nova Southeastern	1	15	October 2002 – July 2011 Tanglewood Elementary Please use the following link to access all previous performance Records for Tanglewood Elementary: http://schoolgrades.fldoe.org/ July 2011-Present Tortuga Preserve Elementary (Brand New for 2012-2013 School Year)
Assis Principal	Elizabeth Feliciano	BS-Speech and Language Pathology, University of South Florida MA-Ed Leadership, Nova Southeastern			Brand New School for 2012-2013 School Year

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of

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

	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No data submitted					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Meetings of new teachers with Principal / Assistant Principal 2. Partnering new teachers or teachers with less than 3 years' experience with veteran staff 3. Professional Learning Communities amongst grade level teams as well as with administration 4. Professional Development is aligned with school goals 5. Teacher/Grade Level Team Participation in Interview Process	1. Administration 2. Teachers with Clinical Education Training and Administration 3. Grade Level Chairs and Administration 4. Administration 5. Administration	1. Ongoing 2. Ongoing 3. Ongoing 4. Ongoing 5. Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
We do not have any data at this time because all staff members are new to the school.	

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
46	34.8%(16)	32.6%(15)	23.9%(11)	8.7%(4)	15.2%(7)	0.0%(0)	15.2%(7)	0.0%(0)	47.8%(22)

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

1. Amy Bobak 2. Lacie Brock 3. Linda Fain 4. Tracy Fisher 5. Mary Jo Howard 6. Kelly Mains 7. Jamie Mastin 8. Molly Phennicie 9. Joyce Shaver 10. Grade Level PLC	1. Judi Alvarado, Elizabeth Aulenbach 2. Jessica Bazan, Rachel Tuma 3. Inez Garcia, Deanna Ceccoli 4. Courtney Estes, Na'Shara Tyson, Kristina Severine 5. Alicia Rakocinski, Cassandra Roof 6. Venus Ramirez, Mirella Morales 7. Jessica LaTorre 8. Michael Miller, Meredith Pozner 9. Rebecca Reed 10. All Teachers	1-9. 1st complete year as teacher 10. All grade levels within our school work as professional learning communities (PLC) to create common lesson plans, assessments, etc. They support one another in all aspects of the school.	1-9. APPLES Beginning Teacher Program TPES new teacher orientation Monthly Meetings with APPLEs teachers 10. All grade levels meet weekly and present minutes from their meetings. All grade levels meet with administration monthly to evaluate the data.

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSSS Leadership Team for Tortuga Preserve Elementary consists of the following members:

Alane Adams - Principal
Elizabeth Feliciano - Assistant Principal
Amy Bobak - Curriculum Specialist
Mary Jo Howard-ESOL Representative
LeeAnn Knapp-Speech Teacher
Jennifer Axelberd- School Psychologist
Elizabeth Brumm - Social Worker
Tracy Fisher - ESE Resource Teacher
Christine Neagel - School Nurse

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 MTSS Problem-Solving team at Tortuga Preserve Elementary meets on a weekly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Technology/ Curriculum Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact

- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments

Provide ELL interventions at all tiers

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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.

Tortuga Preserve Elementary utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training and support plan for schools. District level support personnel have been hired to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies, and are provided on-going staff development training regarding the MTSS problem-solving process and research based practices to support the academic and behavioral needs of students within a multi-tiered student support system.

Describe the plan to support MTSS.

Each team develops their Pyramid of Intervention. This provides focused III groups to receive additional intervention support. Grade-level PLCs meet weekly to evaluate data and make necessary changes to best meet the needs of every student. This is supported through District support and Curriculum and Staff Development. Use of student data notebooks will help teachers and students track data to determine effectiveness.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administration (Principal / Assistant Principal)
Curriculum Specialist / Reading Coach
Grade Level Representative for each grade
ESE Resource Teacher
Guidance Counselor /RTI Liaison

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

Each month the SLT team meets to review and discuss the schools Reading goal. Each grade level representative shares their grade level's progress towards these goals. School wide data is discussed and desegregated by AYP groups and Male/Female. Discuss centers around needs which include training, movement of students, iii groups, or individual assistance.

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

Monitoring subgroups will be the major initiative of the LLT team this year.

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.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

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

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

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

Postsecondary Transition

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
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<tr><td colspan="5" align="center">No Data Submitted</td></tr>
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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 reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the 2012-2013 FCAT Reading, 77% of our incoming Lowest 25% students will make learning gains in Reading and meet the state requirement. In 2011-2012 75% of our incoming Lowest 25% students made learning as reported on the School Accountability Report. **We are a brand new school for 2012-2013 School year
2012 Current Level of Performance:	2013 Expected Level of Performance:
75% **Analytics does not give us an accurate number of incoming students assessed from previous school since we are a brand new school for 2012-2013 School Year.	77%

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 shows that Standards are not being met based on 75% of students making learning gains based on AYP report.	Data monitoring of subgroup using weekly MacMillan assessments, unit assessments, and grade level common assessments	Administration/Teachers/ and Curriculum Specialists	Evaluation of data from monthly lexiled reading comprehension passages on TPES Sharepoint site, data notebooks, classroom walk-throughs, Achievement Series, and Pinnacle Analytics	PMRN data, classroom walk-through data, assessments
2	Training availability for teachers not yet trained.	Teachers will include Kagan strategies within lesson plans to ensure higher order thinking processes be implemented into the classroom	Administration	Lesson will be reviewed during classroom walk-throughs and lesson plans will be submitted weekly with Kagan strategies	Classroom Walk-through log and focused walkthroughs to determine frequency of Kagan strategies.

3	Student participation because of transportation requirement	Extended Day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Reading test and new students not showing academic gains.	Administration	Monitoring of team data through TPES Sharepoint site	2012-2013 FCAT evaluation report
4	Unavailability of parents	Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year.	Administration/Teacher	Monthly calendar signed by parent indicating participation in home activities. Attendance Report	2012-2013 FCAT evaluation report

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : We are a brand new school for 2012-2013 School Year and the State does not have any baseline data entered for our school.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2012-2013 FCAT Reading, 72% of 3rd-5th grade White students will be proficient, 37% of 3rd-5th grade Black students will be proficient, 52% of 3rd-5th grade Hispanic students will be proficient, thus meeting the state requirement as reported on the School Accountability Report. In 2011-2012, 69% of White 3rd-5th grade students were proficient , 32% of Black 3rd-5th grade students were proficient, 48% of Hispanic 3rd-5th grade students were proficient, on the FCAT Reading as measured by the AYP report. *We are a brand new school for 2012-2013 School Year

2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 69% Black: 32% Hispanic: 48%	White: 72% Black: 37% Hispanic: 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
Data shows that Standards are not	Data monitoring of subgroups using	Administration/Teachers/Reading Specialists, and Curriculum	Evaluation of data from monthly Lexiled	PMRN data, classroom walk-

#				
1	being met based on: White: 69% of students being proficient based on AYP Hispanic: 32% of students being proficient based on AYP Black: 48% of students being proficient based on AYP	weekly MacMillan assessments, unit assessments, and grade level common assessments	Specialists	reading comprehension passages on TPES Sharepoint site, data notebooks, classroom walk-throughs, Achievement Series, and Pinnacle Analytics	through data, assessments
2	Training availability for teachers not yet trained.	Teachers will include Kagan strategies within lesson plans to ensure higher order thinking processes be implemented into the classroom	Administration, Teachers	Lesson will be reviewed during classroom walk-throughs and lesson plans will be submitted weekly with Kagan strategies	Classroom Walk-through log and focused walkthroughs to determine frequency of Kagan strategies.
3	Student participation because of transportation requirement.	Extended Day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Reading test.	Administration	Monitoring of team data through TPES Sharepoint site	2012-2013 FCAT evaluation report
4	Unavailability of parents	Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year.	Administration, Teachers	Monthly calendar signed by parent indicating participation in home activities. Attendance Report	2012-2013 FCAT evaluation report

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:	On the 2012-2013 FCAT Reading, 18% of 3rd-5th grade English Language Learner (ELL) students will be proficient, thus meeting the state requirement as reported on the School Accountability Report. In 2011-2012, 10% of 3rd- 5th grade English Language Learner (ELL) students were proficient on the FCAT Reading as measured by AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10%	18%

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 shows that Standards are not being met based on 10% of students being proficient based on AYP	Data monitoring of subgroup using weekly MacMillan assessments, unit assessments, and grade level common	Administration/Teachers/Reading Specialists, and Curriculum Specialists	Evaluation of data from monthly lexiled reading comprehension passages on TPES Sharepoint site, data notebooks, classroom	PMRN data, classroom walk-through data, assessments

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		assessments		walk-throughs, Achievement Series, Pinnacle Analytics	
2	Training availability for teachers not yet trained.	Teachers will include Kagan strategies within lesson plans to ensure higher order thinking processes be implemented into the classroom	Administration/ Teachers	Lesson will be reviewed during classroom walk-throughs and lesson plans will be submitted weekly with Kagan strategies	Classroom Walk-through log and focused walkthroughs to determine frequency of Kagan strategies.
3	Student participation because of transportation requirement	Extended Day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Reading test.	Administration	Monitoring of team data through TPES Sharepoint site	2012-2013 FCAT evaluation report
4	Unavailability of parents	Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year.	Administration/Teacher	Monthly calendar signed by parent indicating participation in home activities. Attendance Report	2012-2013 FCAT evaluation report

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:	On the 2012-2013 FCAT Reading, 37% of 3rd-5th grade Student with Disabilities (SWD) students will be proficient, thus meeting the state requirement as reported on the School Accountability Report. In 2011-2012, 31% of 3rd- 5th grade Students with Disabilities (SWD) students were proficient on the FCAT Reading as measured by AYP report
2012 Current Level of Performance:	2013 Expected Level of Performance:
31%	37%

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 shows that Standards are not being met based on 31% of students being proficient based on AYP	Data monitoring of subgroup using weekly MacMillan assessments, unit assessments, and grade level common assessments	Administration/Teachers/ Curriculum Specialists	Evaluation of data from monthly lexiled reading comprehension passages on TPES Sharepoint site, data notebooks, classroom walk-throughs, Achievement Series, Pinnacle Analytics	PMRN data, classroom walk-through data, assessments
2	Training availability for teachers not yet trained.	Teachers will include Kagan strategies within lesson plans to ensure higher order thinking processes be implemented into the classroom	Administration/ Teachers	Lesson will be reviewed during classroom walk-throughs and lesson plans will be submitted weekly with Kagan strategies	Classroom Walk-through log and focused walkthroughs to determine frequency of Kagan strategies.
3	Student participation because of transportation requirement	Extended Day program available for all students who scored in the lowest 25% on the	Administration	Monitoring of team data through TPES Sharepoint site	2012-2013 FCAT evaluation report

		2011-2012 FCAT Reading test.			
4	Unavailability of parents	Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year.	Administration/Teacher	Monthly calendar signed by parent indicating participation in home activities. Attendance Report	2012-2013 FCAT evaluation report
5	Unavailability of parents	Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year.	Administration/Teacher	Monthly calendar signed by parent indicating participation in home activities. Attendance Report	2012-2013 FCAT evaluation report

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:	On the 2012-2013 FCAT Reading, 47% of 3rd-5th grade Economically Disadvantaged students will be proficient, thus meeting the state requirement as reported on the School Accountability Report. In 2011-2012, 44% of 3rd- 5th grade Economically Disadvantaged students were proficient on the FCAT Reading as measured by AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	47%

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data shows that Standards are not being met based on 44% of students being proficient based on AYP	Data monitoring of subgroup using weekly MacMillan assessments, unit assessments, and grade level common assessments	Administration/Teachers, and Curriculum Specialists	Evaluation of data from monthly lexiled reading comprehension passages on TPES Sharepoint site, data notebooks, classroom walk-throughs, Achievement Series, and Pinnacle Analytics	PMRN data, classroom walk-through data, assessments
2	Training availability for teachers not yet trained.	Teachers will include Kagan strategies within lesson plans to ensure higher order thinking processes be implemented into the classroom	Administration/ Teachers	Lesson will be reviewed during classroom walk-throughs and lesson plans will be submitted weekly with Kagan strategies	Classroom Walk-through log and focused walkthroughs to determine frequency of Kagan strategies.
3	Student participation because of transportation requirement	Extended Day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Reading test.	Administration	Monitoring of team data through TPES Sharepoint site	2012-2013FCAT evaluation report
	Unavailability of parents	Meet will all parents of the bottom 25% to provide guidance and	Administration/ Teachers	Monthly calendar signed by parent indicating participation in home	2012-2013FCAT evaluation report

| 4 | | strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year. | | activities. Attendance Report | |

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
Blackboard Discussion Board Training	All	District	School-Wide	9/2012	Classroom Walk-Throughs	Administration
SMART Board Training	All	District	School-Wide	9/2012	Classroom Walk-Throughs	Administration
Professional Learning Communities	All	Grade Level Chairs/Administration	School-Wide	Monthly	Grade Level PLC Minutes Classroom Walk-Throughs Data from TPES Sharepoint	Administration
Study Groups	All	District	School-Wide	Monthly	Grade Level PLC Minutes Classroom Walk-Throughs Data from TPES Sharepoint	Administration
Quality Training	All	District	School-wide	Ongoing	Classroom Walk-Throughs Data Notebooks	Administration
My Virtual Reading Coach	All	MVRC Instructor	School-Wide	8/2012	Classroom Walk-Throughs Data from MVRC Site	Administration

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Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Series (1-5) Reading Series (K) Spalding Phonics	MacMillan Treasures Read Well and Read Well 1 Spalding Phonics	Textbook Textbook District	$37,125.00
			Subtotal: $37,125.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
My Virtual Reading Coach Compass Learning Successmaker	MVRC Interactive Interactive Program Interactive Program	District District District	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
My Virtual Reading Coach			

Blackboard SMART Board 11 Quality Training Literacy Centers Common Core Reading	Training Training Training Training Training/ Substitutes Training	District District District District District School	$0.00
			Subtotal: $0.00

<table>
<tr><td colspan="4" style="background:#990000;color:white">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Available Amount</td></tr>
<tr><td>Extended Day Program for Reading and Math</td><td>Teachers and Supplemental Resources</td><td>Title II and SAC</td><td>$6,500.00</td></tr>
<tr><td colspan="4" style="text-align:right">Subtotal: $6,500.00</td></tr>
<tr><td colspan="4" style="background:#990000;color:white;text-align:right">Grand Total: $43,625.00</td></tr>
</table>

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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

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:	
2012 Current Percent of Students Proficient in reading:	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	
Problem-Solving Process to Increase Student Achievement	

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

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

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 mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

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

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

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

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	On the 2012-2013 FCAT Math, 60% of our incoming lowest 25% of students will make learning gains in Math and meet the state requirement. In 2011-2012, 58% of our incoming lowest 25% of students made learning as reported on the School Accountability Report. We are a brand new school for the 2012-2013 School Year
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% The state and Pinnacle Anayltics do not match up to give us an accurate number of students at the present time that were assessed last year.	60%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>Data shows that standards are not being met based on 58% of students being proficient based on AYP report.</td><td>Higher Order Thinking questions, and create a dashboard to monitor students on common assessments</td><td>Administration/ Teachers</td><td>Classroom walk-through and data recording of level of questions used during instruction</td><td>On-going data collection</td></tr>
<tr><td>2</td><td>Parent Involvement</td><td>Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year. Pearson Successnet at home.</td><td>Administration/ Teachers</td><td>2012-2013 FCAT evaluation report</td><td>Monthly calendar signed by parent indicating participation</td></tr>
</table>

3	Attendance of students because of transportation requirement	Extended day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Math Test	Administration/ Teachers	2012-2013 FCAT evaluation report	Attendance Sheets compared to FCAT results.
4	Lack of instructional time	60 minutes of Math (K-2) and 90 minutes of Math (3-5)	Classroom teacher / administration	Monitoring of data through PLCs, TPES Sharepoint, topic tests, common assessments, classroom walk-throughs, and Pearson Successnet	2012-2013 FCAT data results, and classroom/common assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	On the 2012-2013 FCAT Math, 79% of 3rd-5th grade White students will be proficient, 40% of 3rd-5th grade Black students will be proficient, 62% of 3rd-5th grade Hispanic students will be proficient, thus meeting the state requirement as reported on the School Accountability Report. In 2011-2012, 77% of White 3rd-5th grade students were proficient , 37% of Black 3rd-5th grade students were proficient, 59% of Hispanic 3rd-5th grade students were proficient, on the FCAT Math as measured by the AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 77% Black: 37% Hispanic: 59%	White: 79% Black: 40% Hispanic: 62%

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 shows that standards are not being met based on 77% White 37% Black 59% Hispanic students being proficient based on AYP report	Higher Order Thinking questions, and create a dashboard to monitor students on common assessments	Administration/ Teachers	Classroom walk-through and data recording of level of questions used during instruction	On-going data collection
	Parent involvement	Meet will all parents of the bottom 25% to	Administration/ Teachers	2012-2013 FCAT evaluation report	Monthly calendar signed by parent

2		provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year. Pearson Successnet at home.			indicating participation
3	Attendance of students because of transportation requirement	Extended day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Math Test	Administration/ Teachers	2012-2013 FCAT evaluation report	Attendance Sheets compared to FCAT results.
4	Lack of instructional time	60 minutes of Math (K-2) and 90 minutes of Math (3-5)	Administration/Teachers	Monitoring of data through PLCs, TPES Sharepoint, topic tests, common assessments, classroom walk-throughs, and Pearson Successnet	2012-2013 FCAT data results, and classroom/common assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	On the 2012-2013 FCAT Reading, 25% of 3rd-5th grade English Language Learner (ELL) students will be proficient, thus meeting the state requirement as reported on the School Accountability Report. In 2011-2012, 20% of 3rd- 5th grade English Language Learner (ELL) students were proficient on the FCAT Reading as measured by AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%	25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data shows that standards are not being met based on 20% of students being proficient based on AYP report.	Higher Order Thinking questions, and create a dashboard to monitor students on common assessments	Administration/ Teachers	Classroom walk-through and data recording of level of questions used during instruction	On-going data collection
2	Parent involvement	Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year. Pearson Successnet at home.	Administration/ Teachers	2012-2013 FCAT evaluation report	Monthly calendar signed by parent indicating participation
3	Attendance of students because of transportation requirement	Extended day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Math Test	Administration/ Teachers	2012-2013 FCAT evaluation report	Attendance Sheets compared to FCAT results.
4	Lack of instructional time	60 minutes of Math (K-2) and 90 minutes of Math (3-5)	Classroom teacher / administration	Monitoring of data through PLCs, TPES Sharepoint, topic tests, common assessments, classroom walk-throughs,	2012-2013 FCAT data results, and classroom/common assessments

				and Pearson Successnet	

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:	On the 2012-2013 FCAT Reading, 47% of 3rd-5th grade Student with Disabilities (SWD) students will be proficient, thus meeting the state requirement as reported on the School Accountability Report. In 2011-2012, 44% of 3rd- 5th grade Students with Disabilities (SWD) students were proficient on the FCAT Reading as measured by AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	47%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Parent involvement	Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year. Pearson Successnet at home.	Administration/ Teachers	2012-2013 FCAT evaluation report	Monthly calendar signed by parent indicating participation
2	Attendance of students because of transportation requirement	Extended day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Math Test	Administration/ Teachers	2012-2013 FCAT evaluation report	Attendance Sheets compared to FCAT results.
3	Data shows that standards are not being met based on 44% of students being proficient based on AYP report.	Higher Order Thinking questions, and create a dashboard to monitor students on common assessments	Administration/ Teachers	Classroom walk-through and data recording of level of questions used during instruction	On-going data collection
4	Lack of instructional time	60 minutes of Math (K-2) and 90 minutes of Math (3-5)	Classroom teacher / administration	Monitoring of data through PLCs, TPES Sharepoint, topic tests, common assessments, classroom walk-throughs, and Pearson Successnet	2012-2013 FCAT data results, and classroom/common assessments

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	On the 2012-2013 FCAT Math, 56% of 3rd-5th grade Economically Disadvantaged students will be proficient, thus meeting the state requirement as reported on the School Accountability Report. In 2011-2012, 52% of 3rd- 5th grade Economically Disadvantaged students were proficient on the FCAT Reading as measured by AYP report.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	56%

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Data shows that standards are not being met based on 52% of students being proficient based on AYP report.	Higher Order Thinking questions, and create a dashboard to monitor students on common assessments	Administration/ Teachers	Classroom walk-through and data recording of level of questions used during instruction	On-going data collection
2	Parent involvement	Meet will all parents of the bottom 25% to provide guidance and strategies for home support and to encourage participation in extended day opportunity. Student-Led Conferences two times a year. Pearson Successnet at home.	Administration/ Teachers	2012-2013 FCAT evaluation report	Monthly calendar signed by parent indicating participation
3	Attendance of students because of transportation requirement	Extended day program available for all students who scored in the lowest 25% on the 2011-2012 FCAT Math Test	Administration/ Teachers	2012-2013 FCAT evaluation report	Attendance Sheets compared to FCAT results.
4	Lack of instructional time	60 minutes of Math (K-2) and 90 minutes of Math (3-5)	Classroom teacher / administration	Monitoring of data through PLCs, TPES Sharepoint, topic tests, common assessments, classroom walk-throughs, and Pearson Successnet	2012-2013 FCAT data results, and classroom/common 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
SMART Board Training	All	District	School-Wide	9/12/2012 and 9/19/2012	Classroom Walk-Throughs	Administration
Professional Learning Communities	All	Grade Level Chairs/Administration	School-Wide	Monthly	Grade Level PLC Minutes Classroom Walk-Throughs Data from TPES Sharepoint	Administration
Quality Training	All	District	School-Wide	Ongoing	Classroom Walk-Throughs Data Notebooks	Administration
Balanced Equations Trainings	All	Sales Rep.	School Leadership Team	10/2012	Classroom Walk-Throughs	Administration
Curriculum Focus	All	Administration/Staff	School-Wide	Monthly	Lesson Plans, Classroom Walk-Throughs, Grade Level PLC Minutes	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
EnVision Math Series	EnVision Math Series and Supplements	Textbooks	$35,400.00
			Subtotal: $35,400.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Training FASST Math	SMART Board Computer Program	District	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Balanced Equations Quality Training Curriculum Focus	Interactive Algebra Program Quality Training Training	Balanced Equations District Internal Funds	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Balanced Equations Hands-On Math Manipulative Extended Day Program for Math and Reading	Hands-On Math Manipulatives Extended Day Program	Internal Funds Internal Funds Title II and SAC	$15,700.00
			Subtotal: $15,700.00
			Grand Total: $51,100.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012-2013 FCAT Science, 67% of our incoming 5th grade students will meet standards (Level 3 or higher) as measured by the School Accountability Report. *We are a brand new school for 2012-2013 School Year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a We do not have prior year FCAT Sciecne Scores since we are a new school for the 2012-2013 School Year.	67%

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 Classroom Instructional Time	Science and Engineering Specials available to all students K-5.	Administration/ Teachers	Progress Monitoring of Common Assessments	2012-2013 FCAT Science Results
2	Funding	Use of hands-on Science Materials	Classroom teachers / Administration	Monitoring of Lesson plans / Classroom walk-through data	2012-2013 FCAT Science Results
3	New STEM School	Introduction of STEM Curriculum And Increased Focus on STEM Core	Administration/Classroom Teachers	Classroom Walk-Throughs, Lesson Plans, STEM Projects	2012-2013 FCAT Science Results

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

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. Science Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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
SMART Board Training	All	District	School-Wide	9/12/2012 and 9/19/2012	Classroom Walk-Throughs	Administration
Professional Learning Communities	All	Grade Level Chairs/Administration	School-Wide	Monthly	Grade Level PLC Minutes Classroom Walk-Throughs Data from TPES Sharepoint	Professional Learning Communities
Integrating Science and Reading	All / Science & Reading	Administration	School-Wide	On-going	Classroom Walk-through	Administration/Classroom Teachers
Quality Training	All	District	School-Wide	On-Going	Grade Level PLC Minutes Classroom Walk-Throughs	Administration
STEM Inservice	All	Administration	School-Wide	8/2012	Classroom Walk-Throughs, STEM Projects, Lesson Plans	Administration
Gizmos and Gadgets Training	All	Company Trainer	School-Wide	8/2012	Lesson Plans, Classroom Walk-Throughs, Record of Usage	Administration/Classroom Teachers

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Textbook	National Geographic Science Series	Textbook	$11,400.00
			Subtotal: $11,400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Brain Pop Gizmos and Gadgets AIMS	Brain Pop Gizmos and Gadgets AIMS	Internal Funds	$2,500.00
			Subtotal: $2,500.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Gizmos and Gadgets STEM Inservice	Training Inservice/Training	Internal Funds	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teacher Teacher Loose in the Lab AIMS Books Lego Lab-Engineering Tech Team Robotics Club Elementary is Engineering Science Club	Science Teacher-Special Area Engineering Teacher-Special Area Loose in the Lab Hands-On Science AIMS Lego Lab Tech Team Club Elementary is Engineering Club	SAI SAI Internal Internal Internal Internal STEM Club/Internal Internal STEM Club/Internal	$140,340.00
			Subtotal: $140,340.00
			Grand Total: $154,240.00

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:	On the 2012-2013 FCAT Writes, 90% or higher of the 4th grade students will be proficient in Writing as measured by the School Accountability Report. In 2011-2012, 86% of our incoming 4th grade students were proficient on the FCAT Writes meeting the AYP target as measured by the AYP Report. We are a brand new school for the 2012-2013 School Year
2012 Current Level of Performance:	2013 Expected Level of Performance:
86%	90%

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	Low writing scores of students on Monthly prompts.	Monitor writing prompts for all students at TPES. Create a Writing Group to provide enrichment in writing for lowest performing writers.	Administration/ Teachers	The % of students scoring 3.5 or higher on the monthly TPES Writes!	The 2012-2013 FCAT Writes! Results.
2	Student participation	Afterschool program will be available to all students who score below the required %.	Classroom Teacher	The % of students scoring 3.5 or higher on the monthly TPES Writes!	The 2012-2013 FCAT Writes! Results.
3	Changes in FCAT Writes expectations at State Level	Provide additional training and classroom instruction on conventions (grammar, punctuation, and spelling)	Administration/Teachers	The % of students scoring 3.5 or higher on the monthly TPES Writes and 2012-2013 FCAT Writes	The 2012-2013FCAT Writes! results
4	Target of Focus Skills	Students in 4th Grade will participate in iii Writing Groups to	Administration/Teachers	% of students scoring 3.5 or higher on monthly TPES Writes	2012-2013 FCAT Writes! results

		target specific skills for individual students			

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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
SMART Board Training	All	District	Teachers	9/2012	Classroom Walk-Throughs	Administration
Professional Learning Communities	All	Grade Level Chairs/Administration	School-Wide	Monthly	Grade Level PLC Minutes Classroom Walk-Throughs Data from TPES Sharepoint	Administration
FCAT 2.0 Writing Training	Grade 3 and Grade 4	Helen Davis	Third and Fourth Grade Classroom Teachers	9/2012 and ongoing	Monthly Writing Assessments, Data from TPES Sharepoint	Classroom Teacher, Administration
Writing Strategies	All	District	All	TBD	Grade Level PLC Minutes Classroom Walk-Throughs Data from TPES Sharepoint	Administration

Writing iii Groups	4th Grade	Grade Level/School	4th Grade	Ongoing	Grade Level PLC Minutes Classroom Walk-Throughs Data from TPES Sharepoint	Teachers/Administration
Writing Small Groups	4th Grade	Grade level/Administration	4th Grade/Administration	Ongoing	Grade Level PLC Minutes Classroom Walk-Throughs Data from TPES Sharepoint	Teachers/Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Kathy Robinson	Kathy Robinson Writing	Textbook	$3,500.00
			Subtotal: $3,500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training-Writing Strategies	Training-District/Substitutes	District	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Many Adventures Of Teddy Bodain (Supplemental Books)	Melissa Forney	Internal Funds	$360.00
			Subtotal: $360.00
			Grand Total: $3,860.00

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:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)

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
No Data Submitted						

Attendance Budget:

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

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:	
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-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
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
No Data Submitted						

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	In the 2012-2013 School Year, the level of parent involvement will be at 60% based on attendance collection at academic functions and informational workshops to increase student achievement. *We are a brand new school for 2012-2013 School Year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
n/a	60%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Awareness of School-Wide Events	Use ParentLink to notify parents of events, school newsletter, and school website to advertise and relay school news.	Administration/ Teachers	Attendance collection tool	Attendance collection tool
	Parent schedules	Provide various	Administration/	Evaluation of each	Attendance

	2		activities for parent involvement: FCAT Night, STEM Science Night, AR Night, Student-Led Conferences, PTA events, Academic Fair, etc.	Teachers/ PTA	event's attendance	collection tool

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
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Paper	Paper for Newsletter	Supplies	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

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	90% of our K-5 students will participate in STEM projects

	STEM Goal #1:		quarterly following the STEM Process based on classroom projects, grades, activity logs, and participation.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and Students are in transitioning into the STEM Process	School-wide presentation on the STEM Process where teachers are asked to participate and complete a STEM Project the same as what is expected out of the students	Administration/Classroom Teachers	Classroom walkthroughs, completed classroom projects, participation logs	Completed projects, participation logs
2	Classrooms not having materials available to them	Administration purchases materials for classrooms to effectively complete classroom STEM Projects	Administration/Classroom Teachers	Classroom walkthroughs, completed class projects	Completed classroom projects, classroom walkthroughs

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
STEM Inservice	All	Administration	School-Wide	8/2012	Classroom Walk-Throughs, Lesson Plans, STEM Projects	Administration/ Classroom Teachers
Balanced Equations Training	All	Administration	School-Wide	11/2012	Classroom Walk-Throughs, Lesson Plans, STEM Projects	Administration/ Classroom Teachers
Gizmos and Gadgets	All	Administration	School-Wide	8/2012	Classroom Walk-Throughs, Lesson Plans, STEM Projects	Administration/ Classroom Teachers

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Gizmos and Gadgets	Interactive Software	Internal	$1,500.00
			Subtotal: $1,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
STEM Inservice	Inservice	District	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
AIMS Loose in the Lab Elementary is Engineering Balanced Equations Lego Lab-Engineering	AIMS Loose in the Lab Scientific Equipment Elementary Is Engineering Balanced Equations Lego Engineering-Robotics	Internal	$26,090.00
			Subtotal: $26,090.00
			Grand Total: $27,590.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Series (1-5) Reading Series (K) Spalding Phonics	MacMillan Treasures Read Well and Read Well 1 Spalding Phonics	Textbook Textbook District	$37,125.00
Mathematics	EnVision Math Series	EnVision Math Series and Supplements	Textbooks	$35,400.00
Science	Textbook	National Geographic Science Series	Textbook	$11,400.00
Writing	Kathy Robinson	Kathy Robinson Writing	Textbook	$3,500.00
Parent Involvement				$0.00
STEM				$0.00
				Subtotal: $87,425.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	My Virtual Reading Coach Compass Learning Successmaker	MVRC Interactive Interactive Program Interactive Program	District District District	$0.00
Mathematics	Training FASST Math	SMART Board Computer Program	District	$0.00
Science	Brain Pop Gizmos and Gadgets AIMS	Brain Pop Gizmos and Gadgets AIMS	Internal Funds	$2,500.00
Writing				$0.00
Parent Involvement				$0.00
STEM	Gizmos and Gadgets	Interactive Software	Internal	$1,500.00
				Subtotal: $4,000.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	My Virtual Reading Coach Blackboard SMART Board 11 Quality Training Literacy Centers Common Core Reading	Training Training Training Training Training/ Substitutes Training	District District District District District School	$0.00
Mathematics	Balanced Equations Quality Training Curriculum Focus	Interactive Algebra Program Quality Training Training	Balanced Equations District Internal Funds	$0.00
Science	Gizmos and Gadgets STEM Inservice	Training Inservice/Training	Internal Funds	$0.00
Writing	Training-Writing Strategies	Training-District/Substitutes	District	$0.00
Parent Involvement				$0.00
STEM	STEM Inservice	Inservice	District	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Extended Day Program for Reading and Math	Teachers and Supplemental Resources	Title II and SAC	$6,500.00
Mathematics	Balanced Equations Hands-On Math Manipulative Extended Day Program for Math and Reading	Hands-On Math Manipulatives Extended Day Program	Internal Funds Internal Funds Title II and SAC	$15,700.00
Science	Teacher Teacher Loose in the Lab AIMS Books Lego Lab-Engineering Tech Team Robotics Club Elementary is Engineering Science Club	Science Teacher-Special Area Engineering Teacher-Special Area Loose in the Lab Hands-On Science AIMS Lego Lab Tech Team Club Elementary is Engineering Club	SAI SAI Internal Internal Internal Internal STEM Club/Internal Internal STEM Club/Internal	$140,340.00
	Many Adventures Of			

Writing	Teddy Bodain (Supplemental Books)	Melissa Forney	Internal Funds	$360.00
Parent Involvement	Paper	Paper for Newsletter	Supplies	$200.00
STEM	AIMS Loose in the Lab Elementary is Engineering Balanced Equations Lego Lab-Engineering	AIMS Loose in the Lab Scientific Equipment Elementary Is Engineering Balanced Equations Lego Engineering-Robotics	Internal	$26,090.00
			Subtotal:	$189,190.00
			Grand Total:	$280,615.00

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 11/1/2012)

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
There were no School Improvement Funds allocated so far in FY13 Any School Improvement funds received will be utilized for an Extended Day Program for the bottom 25% in 3rd, 4th and 5th grade.	$0.00

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

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds.

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found