

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: SOMERSET GRACE ACADEMY

District Name: Dade

Principal: Suzette Ruiz

SAC Chair: Maria C. Cabrera

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 11/1/2012

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	Ruiz, Suzette	Bachelors in Elementary Education, Masters in Reading, Certificate in Educational Leadership Certifications: Educational Leadership K-12, Elementary Education 1-6, ESOL K-12 and Reading K-12	8	8	'12 '11 '10 '09 '08 School Grade A A A A A High Standards Rdg. 80 89 85 86 82 High Standards Math 83 86 88 87 86 Lrng Gains-Rdg. 77 79 75 80 76 Lrng Gains-Math 76 62 67 63 74 Gains-Rdg-25% 66 75 78 76 71 Gains-Math-25% 69 70 80 49 78

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest

25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A	N/A	N/A			N/A

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Job Fair	Principal	May 2013	
2	2. Meeting with new teachers with principal and lead teacher.	Principal	On-going	
3	3. Partnering new teachers with experienced teachers.	Lead Teacher	On-going	
4	4. Referrals from current employees.	Principal	On-going	

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
0% (0)	N/A

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
15	6.7%(1)	40.0%(6)	26.7%(4)	26.7%(4)	66.7%(10)	100.0%(15)	26.7%(4)	6.7%(1)	80.0%(12)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Ms. Cabrera is paired with the Kindergarten to Third Grade teachers because she has extensive	The mentor and mentees

Maria C. Cabrera

Tiffany Cruz

knowledge in the core subject areas. Her students show significant gains in their FAIR assessment scores and a high level of achievement as per SAT scores.

are meeting weekly to discuss monthly best practices and evidence-based strategies for each domain. Time is given for the feedback, coaching and 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

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.

Principal: Fosters a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Select General Education Teachers (Primary): Lead Teacher, (Kindergarten to Fourth Grade Level Chairperson) provides information about core instruction to corresponding grade level teachers and participates in student data collection for the school. The above mentioned team members were selected based on their knowledge and commitment to the core subject areas in which they teach. In addition, they have attended professional development workshops and shared the fundamental material learned within their grade groups.

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 Leadership team meetings will focus on monitoring and analyzing student data to maintain a problem solving system that brings out the best in our school, teachers, and our students. The team will follow Tier I,II,III core instruction/intervention (define the problem/analyze the problem and develop an intervention plan/implement the plan and monitor progress/evaluate the results.)

The team meets periodically to engage in the following activities:

Evaluate data and correlate it to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students and their academic levels. Based on the above information, the team will identify professional development to enhance students' achievement levels. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The MTSS/RtI Leadership Team met with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the School Improvement Plan. The team provided data on: academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction; facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

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.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT) scores from district stated averages, Interim Assessment Test, STAR Reading Test, STAR Math Test and EDUSOFT data.

Progress Monitoring: PMRN, FAIR, Interim Assessment Test, STAR Reading Test, STAR Math Test and EDUSOFT. Ie: Referral Behavioral Form (Somerset Gables Discipline Referral Form)

End of year: PMRN, Interim Assessment Test, STAR Reading Test, STAR Math Test and EDUSOFT.

Frequency of Data Days: The RTI Leadership team conducts periodic meetings for data analysis.

Describe the plan to train staff on MTSS.

The MTSS Leadership team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. In addition, teachers will be provided with added professional development to correspond with the subject area being taught.

Describe the plan to support MTSS.

The MTSS Leadership team will foster the ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT consists of Maria C. Cabrera (Lead Teacher) and Suzette Ruiz (Principal)

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

The Literacy Leadership Team will provide professional development through best practices during common teacher planning times, weekly grade level meetings, and monthly faculty meetings. For instance, the LLT will support and provide ongoing professional development to teachers on the major reading components based on student performance data, administration and data interpretation of instructional assessments, and differentiated instruction techniques.

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

The initiative for the LLT this year is to model effective instructional strategies for teachers, facilitate study groups, train teachers in interpreting data charts, meet with teachers to ensure that research based reading programs and strategies are implemented. In addition, the LLT will help to increase instructional density to meet the needs of all students, increase teachers' knowledge base in best practices in reading instruction and intervention strategies.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*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

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](#)

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:	Our goal is to master or improve the expected level of performance based on district average of 31% (4).
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (4).	31% (4).

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	Based on district data analysis informational text and research process seems to be the content cluster students need most assistance.	Students will use real-world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information. - Incorporate Accelerated Readers as a motivating factor to increase reading/fluency.	Leadership Team MTSS/RtI Team Lead Teacher	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Summative: FCAT 2013 Formative FAIR Teacher made tests Interim Assessments District Benchmark Assessments Data Chats
2	Based on district data analysis Reference and Research seems to be the content cluster students need most assistance.	Students will use real-world documents such as, how to articles, brochures, fliers and websites to locate, interpret and organize information.	Leadership Team MTSS/RtI Team Lead Teacher	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	FCAT 2013 FAIR Teacher made tests Interim Assessments District Benchmark Assessments Data Chats

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:	Our goal is to master or improve the expected level of performance based on district average of 54% (7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54% (7)	54% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on district data analysis informational text and research process seems to be the content cluster students need most assistance.	Students will, in cooperative groups, create real-world documents such as, how to articles, brochures, fliers and websites in order to locate, interpret and organize information. - Incorporate Accelerated Readers as a motivating factor to increase reading/fluency.	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Summative: FCAT 2013 Formative FAIR Teacher made tests Interim Assessments District Benchmark Assessments Data Chats
2	Based on district data analysis Reference and Research seems to be the content cluster students need most assistance.	Students will, in cooperative groups, use real-world documents such as, how to articles, brochures, fliers and websites in order to locate, interpret and organize information.	Leadership Team MTSS/RtI Team Grade-Level Chair Reading Coach	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	FCAT 2013 FAIR Teacher made tests Interim Assessments District Benchmark Assessments Data Chats

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:

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 reading. Reading Goal #3a:	As a new school, our goal is to master or improve the expected level of performance based on district average of 73% (179).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (166)	73% (179)

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	Based on district data analysis informational text and research process seems to be the content cluster students need most assistance	Students will, in cooperative groups, interpret and exchange information using real-world documents such as articles, brochures, fliers and websites. - Incorporate Accelerated Readers as a motivating factor to increase reading/fluency.	Leadership Team MTSS/RTI Team Reading Coach	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Summative: FCAT 2013 Formative FAIR Teacher made tests Interim Assessments District Benchmark Assessments Data Chats
2	Based on district data analysis Reference and Research seems to be the content cluster students need most assistance.	Students will, in cooperative groups, interpret and exchange information using real-world documents such as articles, brochures, fliers and websites	Leadership Team RTI Team Grade-Level Chair Reading Coach	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	FCAT FAIR Teacher made tests Interim Assessments District Benchmark Assessments Data Chats

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:	As a new school, our goal is to master or improve the expected level of performance based on district average of 75% (183).
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (182)	75% (183)

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	Based on district data analysis informational text and research process seems to be the content cluster students need most assistance	Students will, in cooperative/small groups, interpret and exchange information using real-world documents such as articles, brochures, fliers and websites. - Incorporate Accelerated Readers as a motivating factor to increase reading/fluency.	Leadership Team MTSS/RtI Team Reading Coach	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Summative: FCAT 2013 Formative FAIR Teacher made tests Interim Assessments District Benchmark Assessments Data Chats
2	Based on district data analysis Reference and Research seems to be the content cluster students need most assistance.	Students will, in cooperative/small groups, interpret and exchange information using real-world documents such as articles, brochures, fliers and websites	Leadership Team RtI Team Grade-Level Chair Reading Coach	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	FCAT FAIR Teacher made tests Interim Assessments District Benchmark Assessments Data Chats

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 #					
	Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% as per district scores.					
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,	
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Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accelerated Reader	K-4	Principal	K-4 Teachers	August 2012-June 2013	Accelerated Reader Student Performance Data	Teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Grammar and Conventions	Time for Kids	EESAC	\$725.00
			Subtotal: \$725.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To incorporate state standards while aligning it with best practices through the integration of technology into the curriculum.	Accelerated Reader (AR) is a motivational program that encourages independent reading. AR includes online quizzes and measures reading comprehension and vocabulary skills.	Operating Account	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Substitutes	Substitutes will be used for classroom coverage during scheduled professional development.	School Fund	\$5,400.00
			Subtotal: \$5,400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,625.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		The results of the 2011-2012 CELLA Test indicate that 45% (2) of the students tested scored a level of proficiency in the Listening/Speaking portion of the test.			
2012 Current Percent of Students Proficient in listening/speaking:					
The results of the 2011-2012 CELLA Test indicate that 45% (2) of the students tested scored a level of proficiency in the Listening/Speaking portion of the test.					
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	Listening: Based on the results of the Listening portion of the CELLA Assessment, students need exposure to a proficient level of the English listening/spoken language.	Listening: Integrate the Language Experience Approach (LEA) as a strategy to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.	Leadership Team MTSS/RtI Team	Leadership Team will analyze the results of assessments and will meet with teachers to adjust instruction.	CELLA FCAT 2013/Reading Teacher made tests Interim Assessments District Benchmark Assessments Data Chats
2	Speaking: Based on the results of the Speaking portion of the CELLA Assessment, students need exposure to a proficient level of the English listening/spoken language.	Speaking: Infuse group projects as a dynamic strategy through which students develop linguistic and academic skills simultaneously. In this highly successful strategy, ELL students work together in small intellectually and culturally mixed groups to achieve functioned, and an academic assessment tool for the instructor.	Leadership Team MTSS/RtI Team ESOL Liaison General Ed. Teacher	Leadership Team will analyze the results of assessments and will meet with teachers to adjust instruction.	CELLA FCAT 2013/Reading Teacher made tests Interim Assessments District Benchmark Assessments Data Chats

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 results of the 2011-2012 CELLA Test indicate that 28% (2) of the students tested scored a level of proficiency in the Reading portion of the test.

2012 Current Percent of Students Proficient in reading:

The results of the 2011-2012 CELLA Test indicate that 28% (2) of the students tested scored a level of proficiency in the Reading portion of the test.

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	Based on the results of the Reading portion of the CELLA Assessment, students need access to written text in the English language that meets their level of proficiency.	Implement differentiated instruction as a teaching strategy based on the premise that teachers should adapt instruction to student differences (reading levels). Teachers will infuse ESOL strategies such as Activating Prior Knowledge, Picture Walk, Use of Task Cards, Choral Reading and Cooperative Learning.	Leadership Team MTSS/RtI Team	Leadership Team will analyze the results of assessments and will meet with teachers to adjust instruction.	CELLA FCAT 2013/Reading Teacher made tests Interim Assessments District Benchmark Assessments Data Chats
2	Based on the results of the Writing portion of the CELLA Assessment, students need opportunities to develop their Written/English language proficiency skills.	Integrate ESOL Strategies for writing such as Dialogue Journals, Illustrating and Labeling, Process Writing, Summarizing and Writing Prompts.	Leadership Team MTSS/RtI Team	Leadership Team will analyze the results of assessments and will meet with teachers to adjust instruction	CELLA FCAT 2013/Reading Teacher made tests Interim Assessments District Benchmark Assessments Data Chats

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 results of the 2011-2012 CELLA Test indicate that 27% (1) of the students tested scored a level of proficiency in the Writing portion of the test.

2012 Current Percent of Students Proficient in writing:

27% (1)

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
	Based on the results of the Writing portion of	Integrate ESOL Strategies for writing	Leadership Team MTSS/RtI Team	Leadership Team will analyze the results of	CELLA FCAT

1	the CELLA Assessment, students need opportunities to develop their Written/English language proficiency skills.	such as Dialogue, Journals, Illustrating and Labeling, Process Writing, Summarizing and Writing Prompts.	assessments and will meet with teachers to adjust instruction.	2013/Reading Teacher made tests Interim Assessments District Benchmark Assessments Data Chats
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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:	Our goal is to master or improve the expected level of performance based on the average of 54%(7).
2012 Current Level of Performance:	2013 Expected Level of Performance:
54%(7)	54% (7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on district data, the content cluster that students show a deficiency in is Number Operations, Problems and Statistics (Content 1)	Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph .	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Teacher made tests Baseline Assessment District Interim Benchmark Assessments 2013 FCAT
2	Based on district data analysis out students demonstrated a lack of prior knowledge and exposure to scientific thinking	Students will conduct weekly Science investigations pertaining to Life/Environmental Benchmark during classroom instruction. Students will write their observations and results in science journals, analyze data and apply scientific thinking weekly.	Leadership Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Interim Assessment; FCAT Science projects Teacher made tests Interim Assessment Baseline Assessment 2013 FCAT
3	Based on district data, the content cluster that students show a deficiency in is Data Analysis.	Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph .	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Teacher made tests Baseline Assessment District Interim Benchmark Assessments 2013 FCAT

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:	
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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:	Our goal is to master or improve the expected level of performance based on the average of 46% (6).
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2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6)	46% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on district data, the content cluster that students show a deficiency in is Number Operations, Problems and Statistics (Content 1)	Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. . In order to increase Geometry content cluster the school will provide students with the opportunity to investigate and discover geometric concepts and relationships, in addition to engaging students in activities for visual stimulus to develop students' geometry and spatial sense, and provide hands on experience.	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Teacher made tests Baseline Assessments District Benchmark Assessments 2013 FCAT
	Based on district data analysis out students demonstrated a lack of prior knowledge and	Teachers will provide enrichment activities for students to design science projects to	Leadership Team	Leadership team will analyze the results of assessments and will meet with teachers to	Interim Assessment; FCAT Science projects

2	exposure to scientific thinking.	increase scientific thinking. They will provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply knowledge gained on key instructional concepts.		adjust instruction.	Teacher made tests Interim Assessment Baseline Assessment 2012 FCAT
3	Based on district data, the content cluster that students show a deficiency in is Data Analysis and Geometry	Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. . In order to increase Geometry content cluster the school will provide students with the opportunity to investigate and discover geometric concepts and relationships, in addition to engaging students in activities for visual stimulus to develop students' geometry and spatial sense, and provide hands on experience.	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Teacher made tests Baseline Assessments District Benchmark Assessments 2013 FCAT

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	
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gains in mathematics. Mathematics Goal #3a:	As a new school, our goal is to master or improve the expected level of performance based on district average of 73% (179).
2012 Current Level of Performance:	2013 Expected Level of Performance:
68% (167)	73% (179)

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	Based on district data, the content cluster that students show a deficiency in is Number Operations, Problems and Statistics (Content 1)	Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. . In order to increase Geometry content cluster the school will provide students with the opportunity to investigate and discover geometric concepts and relationships, in addition to engaging students in activities for visual stimulus to develop students' geometry and spatial sense, and provide hands on experience.	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Teacher made tests Baseline Assessments District Benchmark Assessments 2013 FCAT
2	Based on district data, the content cluster that students show a deficiency in is Data Analysis and Geometry.	Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. . In order to increase Geometry content cluster the school will provide students with the opportunity to investigate and discover geometric concepts and relationships, in addition to engaging students in activities for visual stimulus to develop students' geometry and spatial sense, and provide hands on experience.	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Teacher made tests Baseline Assessments District Benchmark Assessments 2013 FCAT

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:

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 mathematics. Mathematics Goal #4:	As a new school, our goal is to master or improve the expected level of performance based on district average of 71% (174).
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% 162)	71% (174)

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	Based on district data, the content cluster that students show a deficiency in is Number Operations, Problems and Statistics (Content 1)	Students will be provided the opportunities for data analysis to include making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. For Geometry students will work in small cooperative groups, use manipulative to interpret and analyze concepts. -30 minutes of tutoring/intervention.	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Teacher made tests Baseline Assessments District Benchmark Assessments 2013 FCAT
	Based on district data, the content cluster that students show a	Students will be provided the opportunities for data analysis to include	Leadership Team MTSS/RtI Team	Leadership team will analyze the results of assessments and will	Teacher made tests Baseline

2	deficiency in is Data Analysis and Geometry.	making and stating conclusions and predictions based on data, comparing data, determining appropriate scale increments dependent upon the range of the data, or identifying different parts of a graph. For Geometry students will work in small cooperative groups, use manipulative to interpret and analyze concepts.	meet with teachers to adjust instruction.	Assessments District Benchmark Assessments 2013 FCAT
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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 # Our goal from 2011-2017 is to reduce the percent of non-proficient students by 50% as per district scores.				
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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

Middle 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.	
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Mathematics 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 mathematics. Mathematics Goal #4:	
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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 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%.	Middle School Mathematics Goal # 5A : <input type="text"/>					
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Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	
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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
1	N/A	N/A	N/A	N/A	N/A

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
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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
1	N/A	N/A	N/A	N/A	N/A

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
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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
1	N/A	N/A	N/A	N/A	N/A

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:					
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
1	N/A	N/A	N/A	N/A	N/A

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:					
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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:					
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				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
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:

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporation of FCAT math skills in K-4.	Math IXL	Operating Account	\$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
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: \$1,500.00

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:	As a new school, our goal is to master or improve the expected level of performance based on district average of 36%(88).
2012 Current Level of Performance:	2013 Expected Level of Performance:

32% (78)			36% (88)		
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	Based on district data analysis out students demonstrated a lack of prior knowledge and exposure to scientific thinking.	Students will conduct weekly Science investigations pertaining to Life/Environmental Benchmark during classroom instruction. Students will write their observations and results in science journals, analyze data and apply scientific thinking weekly.	Leadership Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Interim Assessment; FCAT Science projects Teacher made tests Interim Assessment Baseline Assessment

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:	As a new school, our goal is to master or improve the expected level of performance based on district average of 15% (38).
2012 Current Level of Performance:	2013 Expected Level of Performance:
13% (32)	15% (38)

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

			Monitoring	Strategy	
1	Based on district data analysis out students demonstrated a lack of prior knowledge and exposure to scientific thinking.	Teachers will provide enrichment activities for students to design science projects to increase scientific thinking. They will provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply knowledge gained on key instructional concepts.	Leadership Team	Leadership team will analyze the results of assessments and will meet with teachers to adjust instruction.	Interim Assessment; FCAT Science projects Teacher made tests Interim Assessment Baseline Assessment 2013 FCAT

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
AIMS/Integrating Math and Science Instruction	K-4	Principal	K-4 Teachers	On-going	Teacher Observations/Teacher Made Tests	General Ed. Teacher

Science Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
To prepare K-4 students with skills that meet the FCAT Science Test Standards.	Science Experiment supplies/mobile lab will be ordered to properly conduct weekly investigations.	Operating Account	\$4,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

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:	As a new school, our goal is to master or improve the expected level of performance based on district average of 82% (207).
2012 Current Level of Performance:	2013 Expected Level of Performance:
80% (196)	82% (207)

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	Based on district data analysis, students demonstrated a weakness on focus and elaboration in their writing samples.	Students should use a graphic organizer to write a draft organized with a logical sequence of beginning, middle, and end and use supporting details to develop focus and elaboration. - Incorporate Melissa Forney writing strategies to increase writing skills.	Leadership Team	Administer and score students' monthly writing prompts to monitor students' progress and to adjust focus as needed.	Monthly writing assessments FCAT 2013

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:			
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
Zaner-Bloser: 6 Writing Traits	K-4th	Principal	K-4 Teachers	August 2012-June 2013	In-Class Writers Workshop	General Ed. Teacher

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
To prepare K-4 students with skills that meet the FCAT Writing Test standards.	Zaner-Bloser: 6 Traits of Writing is an instructional/motivational curriculum that develops the students writing skills according to state standards.	Operating Account	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,000.00

End of Writing Goals

Civics End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
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:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
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				

(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						

Civics 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 Civics 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:	Our goal is to master or improve the expected level of performance based on the 2012-2013 average of 97.22% (73).
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.22% (73)	97.22% (73)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
0	0

2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
0		0			
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	Based on district data, it has been determined that illnesses and absences may affect student performance.	Students with monthly, perfect attendance will receive school-wide recognition.	Leadership Team	General Ed. Teacher will contact students' guardian after 2 absences. Leadership team will monitor weekly call logs as needed.	Attendance Roster

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
Truancy Prevention	Provide incentives for students with improved attendance.	EESAC	\$500.00
			Subtotal: \$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
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

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:	Our goal is to master or improve the expected level of performance based on district average of 97.22% (73).				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
0	0				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
0	0				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
0	0				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and parents are unfamiliar with the Student Code of Contact.	In Class Behavior Management Plans. Parents will be informed of Code of Conduct and must sign Code of Conduct Contact	Principal	General Ed. Teacher will keep parent contact logs as evidence of communication; principal will monitor parent contact logs.	Parent Contact Logs and Suspension Reports

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

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

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

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:		Our goal is to have 90% (221) of our parents to volunteer in our school activities and events.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
85%(208)		90% (221)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Increase and/or maintain parent participation in school wide activities by 5 %.	Mentors fluent in parents' home language will call new families and invite them to attend parent group programs. Develop a school wide newsletter with updates.	Community Involvement Delegate	Review sign in sheets to determine the number of parents attending school events.	Review sign in sheets to determine the number of parents attending school events.
2	Parents have limited knowledge and understanding of information of the curriculum in use at school.	Open House	Principal General Ed. Teacher	Review sign in sheets to determine the number of parents attending school events	Sign In sheets

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:		Our goal is to meet or increase the 2012-2013 current level of enrollment in the Lego Club based on current average of 23% (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	Ability to increase enrollment due to monetary hardship.	Create a fundraiser to sponsor and facilitate student(s) opportunity to enroll/attend the Lego Club.	Principal Lego Club Director	Lego Club Director will audit new registration applications to determine increase of Lego Club enrollment.	Lego Club Registration Application, 2012-2013 Lego Club Enrollment Records, 2012-2013 Lego Club Attendance Records, 2012-2013

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)

Career and Technical Education (CTE) 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. CTE				
CTE Goal #1:				
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						

CTE 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 CTE 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	Grammar and Conventions	Time for Kids	EESAC	\$725.00
Mathematics	Incorporation of FCAT math skills in K-4.	Math IXL	Operating Account	\$1,500.00
Science	To prepare K-4 students with skills that meet the FCAT Science Test Standards.	Science Experiment supplies/mobile lab will be ordered to properly conduct weekly investigations.	Operating Account	\$4,000.00
Attendance	Truancy Prevention	Provide incentives for students with improved attendance.	EESAC	\$500.00
				Subtotal: \$6,725.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To incorporate state standards while aligning it with best practices through the integration of technology into the curriculum.	Accelerated Reader (AR) is a motivational program that encourages independent reading. AR includes online quizzes and measures reading comprehension and vocabulary skills.	Operating Account	\$2,500.00
				Subtotal: \$2,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Substitutes	Substitutes will be used for classroom coverage during scheduled professional development.	School Fund	\$5,400.00
Writing	To prepare K-4 students with skills that meet the FCAT Writing Test standards.	Zaner-Bloser: 6 Traits of Writing is an instructional/motivational curriculum that develops the students writing skills according to state standards.	Operating Account	\$1,000.00
				Subtotal: \$6,400.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$15,625.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment

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
Truancy Prevention	\$500.00
SAC funds will be used to purchase Time for Kids.	\$725.00

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

Develop and monitor the implementation and effectiveness of School Improvement Plan.
Review student performance data with School Advisory Council.
Oversee budget expenditures of SAC funds.

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found