

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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
Tallahassee, Florida 32399

School Name: EARLY BEGINNINGS ACADEMY CIVIC CENTER

District Name: Dade

Principal: Roy R. Lustig

SAC Chair: Yvonne Martinez

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

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 | Barbara Penkosky | BS in Music Therapy. MS in Early Childhood Special Education | 7 | 7 | 2011-2012 EBA QA Coordinator/Principal 2010-2011 EBA QA Coordinator/Principal 2009-2010 EBA QA Coordinator/Principal 2008-2009 EBA Hialeah Preschool Director 2007-2008 EBA Hialeah Preschool Director |
| Assis Principal | Yvonne Martinez | BS in Social Work. MS in Early Childhood Special Education BS in Social Work. MS in Early Childhood Special Education | 7 | 15 | 2011-2012 EBA Civic Director 2010-2011 EBA Civic Director 2009-2010 EBA Civic Director 2008-2009 EBA Civic Director 2007-2008 EBA Civic Director |
| | | | | | 2011-2012 |

| | | | | | |
|-----------------|---------------|--|---|---|--|
| Assis Principal | Ingrid Garcia | BS in Psychology. MS in Early Childhood Special Education | 7 | 8 | EBA North Shore Director 2010-2011 EBA North Shore Director 2009-2010 EBA North Shore Director 2008-2009 EBA North Shore Director 2007-2008 EBA North Shore Director |
|-----------------|---------------|--|---|---|--|

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. Regular meetings of new teachers with Assistant Principal | Assistant Principal | On-going | |
| 2 | 2. Partnering new teachers with veteran staff | Assistant Principal | On-going | |
| 3 | 3. Marketing packets sent to local colleges and Early Steps Programs | Principal and HR Department | On-going | |
| 4 | 4. Soliciting referrals from current employees | Principal and HR Department | 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 |
| No data submitted | |

Staff Demographics

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

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

| Total Number of Instructional Staff | % of First-Year Teachers | % of Teachers with 1-5 Years of Experience | % of Teachers with 6-14 Years of Experience | % of Teachers with 15+ Years of Experience | % of Teachers with Advanced Degrees | % Highly Effective Teachers | % Reading Endorsed Teachers | % National Board Certified Teachers | % ESOL Endorsed Teachers |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 17 | 0.0%(0) | 70.6%(12) | 17.6%(3) | 11.8%(2) | 17.6%(3) | 88.2%(15) | 0.0%(0) | 0.0%(0) | 29.4%(5) |

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 |
|-----------------|---------------------|--|--|
| Liana DiAngelis | Alisha Prado | Ms. DiAngelis is the Coordinator of Education and has sufficient experience with the ESE population. | Meet monthly to discuss teaching strategies and adaptations, use of assistive technology such as communication devices and adaptive equipment, assessment and general classroom support. Mentor will observe mentee to provide feedback, coaching and planning. Review Professional Development Plan |
| Ingrid Garcia | Tania Jean-Baptiste | Ingrid Garcia is the School Site Director and has over 23 years experience with the ESE population. | Meet monthly to discuss teaching strategies and adaptations, use of assistive technology such as communication devices and adaptive equipment, assessment and general classroom support. Mentor will observe mentee to provide feedback, coaching and planning. Review Professional Development Plan |

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.

RtI is a general education initiative for students who have not been placed in an ESE program. Due to the nature of our school model and programs, 100% of Early Beginning Academy students are identified as students with disabilities, and as such the RtI model is not applicable to our school.

Although RtI is not implemented, administration, therapists and teachers meet monthly to discuss student progress, student assessment procedures, lesson planning, etc. The purpose of these meetings is to maintain communication between school staff as to what the student's individual strengths and needs are and how to assist the student to progress in all aspects of development and/or academic areas as appropriate.

The Principal and/or Assistant Principal provide needed support and guidance to ensure that the instructional program is effectively implemented. SWD teachers participate in data collection and assessment of student's strengths and needs. They also monitor IEP goals and interventions in place for each student. Therapists provide specialized intervention as recommended on the IEP s and provide feedback on student progress.

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 team will meet monthly to focus on problem solving in order for the student's to reach their potential, meet IEP goals and for the teachers to provide the best instruction to ensure growth.

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 team will assist the EESAC committee in developing the SIP and set up goals that are relevant to the student's growth.

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.

There is no formal baseline data since EBA students do not participate in FCAT or any other of the state assessments because of the student's age and special needs. The students with disabilities have individualized goals and benchmarks that are reviewed when report cards are due and at the annual IEP meeting.

Describe the plan to train staff on MTSS.

Staff training will be conducted during staff meetings and on in-service days when appropriate. A week of training is also provided in the summer before the new school year commences.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Evelyn Falconer, Director
Ingrid Garcia, Director
Yvonne Martinez, Director
Liana Mieles, Coordinator of Education

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

The team will identify school needs and provide professional development as needed throughout the year. Since we are a specialized center the focus of intervention relates to the students' individual needs as stated on their IEP's.

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

The team will evaluate the school's needs with regards to interventions, materials and strategies to help improve the students with disabilities in the area of literacy and early literacy as appropriate and as indicated on the students' IEP.

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

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: | | | | |
|---|----------|---|---|-----------------|
| 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: | | |
| | | | | |
| 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 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: | | | | |
| 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 subgroup:

| | |
|---|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: | |
|---|--|

| | |
|------------------------------------|-------------------------------------|
| 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 subgroup:

| | |
|---|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: | |
|---|--|

| | |
|------------------------------------|-------------------------------------|
| 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 subgroup:

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D: | Given instruction in reading, 99%(150) of the students with reading goals on their IEP's will make progress or master individualized objectives. |
|--|--|

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

| | |
|--|--|
| Currently 98%(142) of the children with reading goals have made progress or achieved mastery towards IEP goals | 99%(150) of the students with reading goals will make progress or achieve mastery towards IEP goals. |
|--|--|

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 with disabilities (SWD) have varying developmental needs. | Teacher would implement strategies based on the student's individual needs and would be monitored through goals that are written on their Individualized Education Plan (IEP). Classroom accommodations to assist the student in the learning environment will be implemented as recommended on the IEP. | SPED Teacher | SWD progress is monitored through the IEP Progress Report every marking period. If goals need updating or revising an interim IEP will be held. | IEP progress 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:

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 |
|---|-------------------------|----------------------------------|---|--|-----------------------------------|---|
| Workshops on High/Scope, Next Generation Sunshine State Standards (NGSSS) Access Points Unique Learning Systems | Pre-K through 2nd grade | Leadership Team | SPED teacher will attend professional development workshops to acquire best practices in the area | August 2012 | Professional Development Plan | Site Director |

| | | | | | |
|---|--|--------------------|--|--|--|
| Curriculum, B.E.L.L. Project, Project Approach, supporting literacy concepts in early childhood | | of early literacy. | | | |
|---|--|--------------------|--|--|--|

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|--|---|---|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| SPED Teacher will utilize developmentally appropriate hands –on materials and a print rich environment to promote early literacy skills. | Building Early Language and Literacy (B.E.L.L. Project), Phonological and Early Literacy Inventory(PELI), Project Approach, fiction/non-fiction books, Big Books, books on tape, flannel boards, rhyming charts, Word Walls, reading manipulatives, games, reading primers, CD's for auditory training, magnetic letters, language builder picture cards, sequencing items and classifying items. | Operating funds, grants and /or donations | \$4,100.00 |
| | | | Subtotal: \$4,100.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| SPED teacher will utilize assistive technology and adaptive equipment to assist in promoting early literacy skills. | Listening centers, computers and software, Intellikeyz, switches, voice output devices, textured books, books with large print, adaptive equipment to assist children in their reading (i.e. chairs, standards, Educube and trays) | Operating funds, grants and donations | \$2,000.00 |
| | | | Subtotal: \$2,000.00 |
| 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: \$6,100.00 |

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: | |
| 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:

| |
|--|
| |
|--|

| |
|--|
| |
|--|

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:

| |
|--|
| |
|--|

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%.

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: | |
| 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 subgroup:

| | |
|---|-------------------------------------|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C: | |
| 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 subgroup:

| | |
|--|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D: | Given instruction in mathematics, 100%(152) of the students with mathematic goals on their IEP will make progress or master individualized objectives. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Currently 100%(152) of the children with math goals have made progress or achieved mastery towards IEP goals. | 100%(152) of the students with math goals will make progress or achieve mastery towards IEP goals |

Problem-Solving Process to Increase Student Achievement

| | | | | |
|--|--|-----------|-----------------|--|
| | | Person or | Process Used to | |
|--|--|-----------|-----------------|--|

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|-------------------------------------|---|---------------------|
| 1 | Students with disabilities (SWD) have varying developmental needs. | Teacher would implement strategies based on the student's individual needs and would be monitored through goals that are written on their Individualized Education Plan(IEP). Classroom accommodations to assist the student in the learning environment will be implemented as recommended on the IEP. | SPED Teacher | SWD progress is monitored through the IEP Progress Report every marking period. If goals need updating or revising an interim IEP will be held. | IEP progress 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 mathematics. Mathematics Goal #5E: | |
| 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 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 |
|--|-----------------------------|----------------------------------|--|--|--|---|
| Strategies for teaching math in early childhood. | Pre-K through 2nd grade ESE | Site Directors | School wide | August 2012 Training Week | Classroom observations/report cards; EBA Professional Development Plan | Site Director |
| Workshops on promoting math concepts in early childhood, Common Core Standards | Pre-K through 2nd grade ESE | Site Directors | SPED teacher will attend professional development workshops to acquire best practices in the area of math. | August 2012 | Professional Development Plan | Site Director |

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---|--|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| SPED teacher will utilize developmentally appropriate, hands-on materials to promote math skills. | Magnetic numbers, blocks, unit blocks, puzzles with numbers, games, measuring cups, math manipulatives, tactile math kits, Unique Learning Systems. | Operating funds, grants and/or donations | \$3,000.00 |
| | | | Subtotal: \$3,000.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| SPED teacher will utilize assistive technology and adaptive equipment to assist in promoting math skills. | Visuals, switches, voice output device with levels, computers, math software, Intellikeys, Educube with tray, adaptive equipment to assist with learning math concepts (i.e. chair, stander) in the school environment. | Operating funds grants and/or donations | \$3,000.00 |
| | | | Subtotal: \$3,000.00 |
| 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: \$6,000.00 |

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: | | | | |
| 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 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 |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted | | | | | | |

Science Budget:

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

| | |
|------------------------------------|-------------------------------------|
| 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 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 |
|------------------------------------|---------------------|----------------------------------|---|---|-----------------------------------|---|
| No Data Submitted | | | | | | |

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 |
| 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 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: | Early Beginnings Academy Students will have an average daily attendance rate of 91.55% |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: |
| Current Attendance Rate is 88.55% | Expected Attendance Rate is 91.55% |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) |
| Current # of Students is 61%(86) | Expected # of Students is 55%(81) |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) |
| Current # of students is 0%(0) | Expected # of Students is 0%(0) |
| Problem-Solving Process to Increase Student Achievement | |
| | Person or Process Used to |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|--|---|-------------------------------------|---|-----------------------------|
| 1 | SWD having various medical conditions and health issues that often compromise their health status and school attendance. | SWD's attendance will be monitored each week to identify any excessive absences. Parents will be called to discuss the reason and review school policies. At the end of the marking period any student with less than 75% attendance will be identified and a parent conference will be held. | Principal and Site Directors | Principal will review attendance data to follow up with students who continue to have excessive absences. | Monthly Attendance Bulletin |

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

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

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

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

| | |
|--|---|
| 1. Suspension Suspension Goal # 1: | Early Beginnings Academy Students will maintain a 0% suspension rate. |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| Total # of School Suspensions was 0. | Expected # of School Suspensions is 0. |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| Total # of In-school Suspensions was 0 | Expected # of In-School Suspensions is 0 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |
| Total # of Out-of--School suspensions was 0 | Expected # of Out-of-School Suspensions is 0 |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School |
| Total # of Students suspended Out-of--School suspensions was 0 | Expected # of Students Suspended Out-of-School is 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 | SWD with behaviors which may result in school suspension. | SWD with challenging behaviors will have individualized goals on their IEP's to assist the teacher with utilizing appropriate strategies and adaptations to meet their needs in the learning environment. Functional Analysis of Behavior or Behavioral Intervention Plan (BIP) may be utilized for behaviors which persist despite classroom structure and strategies. | SPED teacher | SPED teacher, school staff,, parents, administration may meet to discuss outcomes of plan and possible changes with regards to the Least Restrictive Environment (LRE) and monitor as needed. | IEP, FAB, BIP |

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | During the 2012-2013 school year 70%(106) of the parents will participate in school activities. |
| 2012 Current Level of Parent Involvement: | 2013 Expected Level of Parent Involvement: |
| Current Level of Parent Involvement is 66%(96) | Expected Level of Parent Involvement is 70%(106) |
| Problem-Solving Process to Increase Student Achievement | |
| | Person or Process Used to |

| | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|--|-------------------------------------|--|---------------------------------------|
| 1 | Many parents work during school hours or have many appointments to take the students to which decreases parent involvement opportunities. | School staff will consider holding some events during evening hours or weekends | Site Directors | Parents will sign in to monitor attendance at events. Parent feedback will be obtained to indicate continued interest and share ideas for future events. | Parent Sign In Sheets/Parent Surveys. |
| 2 | Obtaining improved communication between school and family. | Besides traditional communication methods (notes, memos, phone calls) utilize school website and/or Facebook page. | School site designee | Request feedback from Parents(EESAC meetings school surveys or via source) | Parent survey responses |

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 |
|--|---------------------------|----------------------------------|---|--|---|---|
| Parental Involvement, Parent Expectations/Contract EESAC | Pre-K-2ndGrade Open House | Site Directors | Parents/Staff | September 2012 | Sign In Sheets will be utilized to monitor attendance. Information will be sent home to parents not in attendance | Site Directors |

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 |
| To provide a variety of ways to increase parental involvement in the school | Hold school events, Community based workshops offered in house, support groups, EESAC, classroom volunteer, field trips | EESAC Funds | \$760.00 |
| | | | Subtotal: \$760.00 |
| | | | Grand Total: \$760.00 |

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: | | | | |
| 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 | | | | | | |

STEM Budget:

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

| Strategy | Description of Resources | Funding Source | Available Amount |
|----------|--------------------------|----------------|---------------------|
| No Data | No Data | No Data | \$0.00 |
| | | | Subtotal: \$0.00 |
| | | | Grand Total: \$0.00 |

End of STEM Goal(s)

Additional Goal(s)

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 | SPED Teacher will utilize developmentally appropriate hands –on materials and a print rich environment to promote early literacy skills. | Building Early Language and Literacy (B.E.L.L. Project), Phonological and Early Literacy Inventory (PELI), Project Approach, fiction/non-fiction books, Big Books, books on tape, flannel boards, rhyming charts, Word Walls, reading manipulatives, games, reading primers, CD's for auditory training, magnetic letters, language builder picture cards, sequencing items and classifying items. | Operating funds, grants and /or donations | \$4,100.00 |
| Mathematics | SPED teacher will utilize developmentally appropriate, hands-on materials to promote math skills. | Magnetic numbers, blocks, unit blocks, puzzles with numbers, games, measuring cups, math manipulatives, tactile math kits, Unique Learning Systems. | Operating funds, grants and/or donations | \$3,000.00 |
| | | | | Subtotal: \$7,100.00 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | SPED teacher will utilize assistive technology and adaptive equipment to assist in promoting early literacy skills. | Listening centers, computers and software, Intellikeyz, switches, voice output devices, textured books, books with large print, adaptive equipment to assist children in their reading (i.e. chairs, standards, Educube and trays) | Operating funds, grants and donations | \$2,000.00 |
| Mathematics | SPED teacher will utilize assistive technology and adaptive equipment to assist in promoting math skills. | Visuals, switches, voice output device with levels, computers, math software, Intellikeys, Educube with tray, adaptive equipment to assist with learning math concepts (i.e. chair, stander) in the school environment. | Operating funds grants and/or donations | \$3,000.00 |
| | | | | Subtotal: \$5,000.00 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| No Data | No Data | No Data | No Data | \$0.00 |
| | | | | Subtotal: \$0.00 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Involvement | To provide a variety of ways to increase parental involvement in the school | Hold school events, Community based workshops offered in house, support groups, EESAC, classroom volunteer, field trips | EESAC Funds | \$760.00 |
| | | | | Subtotal: \$760.00 |

Differentiated Accountability

School-level Differentiated Accountability Compliance

| | | | |
|-----------------------------------|--------------------------------|----------------------------------|-----------------------------|
| <input type="checkbox"/> Priority | <input type="checkbox"/> Focus | <input type="checkbox"/> Prevent | <input type="checkbox"/> 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

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.

| Describe projected use of SAC funds | Amount |
|-------------------------------------|--------|
| No data submitted | |

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

1. Meet on a regular basis, at least quarterly.
2. Monitor, update and approve SIP.
3. Review EESAC Bylaws and update as needed.
4. Assist with curriculum and any other educational concerns
5. Discuss parent involvement activities and ideas
6. Work together to insure student's success

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