

# 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: CAPSTONE ACADEMY

District Name: Escambia

Principal: Nancy Wolfe

SAC Chair: Brad Huggins

Superintendent: Malcolm Thomas

Date of School Board Approval:

Last Modified on: 10/29/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

|                                                                                              |
|----------------------------------------------------------------------------------------------|
| <a href="#">School Grades Trend Data</a>                                                     |
| <a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a> |
| <a href="#">High School Feedback Report</a>                                                  |
| <a href="#">K-12 Comprehensive Research Based Reading Plan</a>                               |

### 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 | Nancy Wolfe | B.A. Communications Pennsylvania State University | 2                            | 2                              | n/a                                                                                                                                                                                       |

### 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 | Partnering new teachers with veteran staff                                                                                                     | Principal                                           | On-going                  | Not applicable; on-going                    |
| 2 | Modeling of instructional strategies by veteran staff                                                                                          | Principal                                           | On-going                  | Not Applicable; on-going                    |
| 3 | Implement comprehensive recruitment and screening process including local and statewide advertisements, team focused interviews, and shadowing | Vice President Business Services and Adult Programs | On-going                  | Not Applicable; on-going                    |
| 4 | Hire NCLB Highly Qualified Teachers                                                                                                            | Principal                                           | On-going                  | Not applicable; on-going                    |
| 5 | Weekly team meetings with Principal and additional instructional staff involved in the classroom                                               | Principal, faculty                                  | On-going                  |                                             |
| 6 | Monthly inservice training opportunities                                                                                                       | Principal, faculty                                  | on-going                  |                                             |
| 7 | Semi annual classroom assessments                                                                                                              | Faculty                                             | 2/2013                    |                                             |

### Non-Highly Effective Instructors

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

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

|                                                                                                        |                                                                                                     |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| 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 |
|-------------------------------------|--------------------------|--------------------------------------------|---------------------------------------------|--------------------------------------------|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 7                                   | 0.0%(0)                  | 42.9%(3)                                   | 42.9%(3)                                    | 14.3%(1)                                   | 42.9%(3)                            | 100.0%(7)                   | 0.0%(0)                     | 0.0%(0)                             | 0.0%(0)                  |

### 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                              |
|------------------------------|-----------------|-----------------------------------------------------------|-----------------------------------------------------------|
| Robyn Sandfort, BCBA; Ed. D. | as needed       | Extensive experience with children on the autism spectrum | Modeling of strategies to address specific learning goals |
|                              |                 |                                                           |                                                           |

## 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

n/a

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/an/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

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

### School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

n/a

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?

n/a

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?

n/a

### 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.

n/a

Describe the plan to train staff on MTSS.

n/a

Describe the plan to support MTSS.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

n/a

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

n/a

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

n/a

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 10/29/2012)

## \*Elementary Title I Schools Only: Pre-School Transition

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

applicable.

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.

n/a

### \*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?

n/a

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?

n/a

### 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](#)

n/a

## 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.<br>Reading Goal #1a: |                     | n/a                                 |                                               |                                                     |                 |
|---------------------------------------------------------------------------------------|---------------------|-------------------------------------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 2012 Current Level of Performance:                                                    |                     | 2013 Expected Level of Performance: |                                               |                                                     |                 |
| n/a                                                                                   |                     | n/a                                 |                                               |                                                     |                 |
| Problem-Solving Process to Increase Student Achievement                               |                     |                                     |                                               |                                                     |                 |
|                                                                                       | Anticipated Barrier | Strategy                            | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1                                                                                     | n/a                 | n/a                                 | n/a                                           | n/a                                                 | n/a             |

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

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.<br>Reading Goal #1b: |                     | n/a                                 |                                               |                                                     |                 |
|-----------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 2012 Current Level of Performance:                                                                        |                     | 2013 Expected Level of Performance: |                                               |                                                     |                 |
| n/a                                                                                                       |                     | n/a                                 |                                               |                                                     |                 |
| Problem-Solving Process to Increase Student Achievement                                                   |                     |                                     |                                               |                                                     |                 |
|                                                                                                           | Anticipated Barrier | Strategy                            | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1                                                                                                         | n/a                 | n/a                                 | n/a                                           | n/a                                                 | n/a             |

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

|                                                                                                 |  |                                     |  |  |  |
|-------------------------------------------------------------------------------------------------|--|-------------------------------------|--|--|--|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.<br>Reading Goal #2a: |  | 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             |
| 2                                                       | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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

|                                                                                                                            |  |                                     |
|----------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in reading.<br><br>Reading Goal #2b: |  | n/a                                 |
| 2012 Current Level of Performance:                                                                                         |  | 2013 Expected Level of Performance: |
| n/a                                                                                                                        |  | n/a                                 |

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

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

|                                                                                                 |  |                                     |
|-------------------------------------------------------------------------------------------------|--|-------------------------------------|
| 3a. FCAT 2.0: Percentage of students making learning gains in reading.<br><br>Reading Goal #3a: |  | n/a                                 |
| 2012 Current Level of Performance:                                                              |  | 2013 Expected Level of Performance: |
| n/a                                                                                             |  | n/a                                 |

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

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

|                                                                                                                        |     |
|------------------------------------------------------------------------------------------------------------------------|-----|
| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in reading.<br><br>Reading Goal #3b: | n/a |
|------------------------------------------------------------------------------------------------------------------------|-----|

|                                    |                                     |
|------------------------------------|-------------------------------------|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| n/a                                | n/a                                 |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 1 | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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

|                                                                                                             |     |
|-------------------------------------------------------------------------------------------------------------|-----|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.<br><br>Reading Goal #4: | 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             |
| 2 | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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 # |  |  |  |  |  |
|                                                                                                                                | n/a            |  |  |  |  |  |
| 5A :                                                                                                                           |                |  |  |  |  |  |

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

|                                                                                                |  |
|------------------------------------------------------------------------------------------------|--|
| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making |  |
|------------------------------------------------------------------------------------------------|--|



|                                                        |                                     |
|--------------------------------------------------------|-------------------------------------|
| satisfactory progress in reading.<br>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             |
| 2 | 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.<br>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             |
| 2 | 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.<br>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

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

|   | Anticipated Barrier | Strategy | Position Responsible for Monitoring | Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-------------------------------------|-------------------------------------|-----------------|
| 1 | n/a                 | n/a      | n/a                                 | n/a                                 | n/a             |

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

|                                                                                                           |                                     |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading.<br>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             |
| 2 | 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 |
|------------------------------------|---------------------|----------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| n/a                                | n/a                 | n/a                              | n/a                                                                | n/a                                                                            | n/a                               | n/a                                           |

Reading 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 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.<br>CELLA Goal # 1:                                        |                     |          | n/a                                           |                                                     |                 |
| 2012 Current Percent of Students Proficient in listening/speaking:                                              |                     |          |                                               |                                                     |                 |
| 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             |

| Students read in English at grade level text in a manner similar to non-ELL students. |          |                                               |                                                     |                 |  |
|---------------------------------------------------------------------------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|--|
| 2. Students scoring proficient in reading.<br>CELLA Goal # 2:                         |          |                                               | n/a                                                 |                 |  |
| 2012 Current Percent of Students Proficient in reading:                               |          |                                               |                                                     |                 |  |
| 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 |  |
| 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:

n/a

2012 Current Percent of Students Proficient in writing:

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             |

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 |

# 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.<br>Mathematics Goal # 1a: | 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             |
| 2 | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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

|                                                                                                                    |                                     |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.<br>Mathematics Goal # 1b: | n/a                                 |
| 2012 Current Level of Performance:                                                                                 | 2013 Expected Level of Performance: |
| n/a                                                                                                                | n/a                                 |

### Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 1 | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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

|                                                                                                          |                                     |
|----------------------------------------------------------------------------------------------------------|-------------------------------------|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.<br>Mathematics Goal # 2a: | 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             |
| 2                                                       | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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

|                                                                                                                                    |                                     |
|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 2b. Florida Alternate Assessment:<br>Students scoring at or above Achievement Level 7 in mathematics.<br><br>Mathematics Goal #2b: | n/a                                 |
| 2012 Current Level of Performance:                                                                                                 | 2013 Expected Level of Performance: |
| n/a                                                                                                                                | n/a                                 |

| Problem-Solving Process to Increase Student Achievement |                     |          |                                               |                                                     |                 |
|---------------------------------------------------------|---------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
|                                                         | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1                                                       | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |
| 2                                                       |                     |          |                                               |                                                     |                 |

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.<br><br>Mathematics Goal #3a: | n/a                                 |
| 2012 Current Level of Performance:                                                                      | 2013 Expected Level of Performance: |
| n/a                                                                                                     | n/a                                 |

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

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

|                                                                                                                                 |                                     |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 3b. Florida Alternate Assessment:<br>Percentage of students making Learning Gains in mathematics.<br><br>Mathematics Goal # 3b: | n/a                                 |
| 2012 Current Level of Performance:                                                                                              | 2013 Expected Level of Performance: |
| n/a                                                                                                                             | n/a                                 |

Problem-Solving Process to Increase Student Achievement

|   | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 1 | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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

|                                                                                                                     |                                     |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.<br><br>Mathematics Goal #4: | 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             |
| 2 | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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 # |           |           |           |           |           |
|                                                                                                                                | n/a                                  |           |           |           |           |           |
| 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.<br>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             |
| 2                                                                                                                                                             |                     |                                     |                                               |                                                     |                 |

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.<br>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             |
| 2                                                                                                             |                     |                                     |                                               |                                                     |                 |

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.<br>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             |
| 2 |                     |          |                                               |                                                     |                 |

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.<br>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             |
| 2 |                     |          |                                               |                                                     |                 |

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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| n/a                                | n/a                 | n/a                              | n/a                                                               | n/a                                                                            | n/a                               | n/a                                           |

Mathematics 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 |
| <b>Professional Development</b> |                          |                |                  |
| Strategy                        | Description of Resources | Funding Source | Available Amount |
| No Data                         | No Data                  | No Data        | \$0.00           |
|                                 |                          |                | Subtotal: \$0.00 |
| <b>Other</b>                    |                          |                |                  |
| Strategy                        | Description of Resources | Funding Source | Available Amount |
| No Data                         | No Data                  | No Data        | \$0.00           |
|                                 |                          |                | Subtotal: \$0.00 |
| <b>Grand Total: \$0.00</b>      |                          |                |                  |

*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.<br>Science Goal #1a:                                                                              |          | 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 |
| 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.<br>Science Goal #1b:                                                          |                     | n/a                                 |                                    |                                            |                 |
| 2012 Current Level of Performance:                                                                                                                                 |                     | 2013 Expected Level of Performance: |                                    |                                            |                 |
| n/a                                                                                                                                                                |                     | n/a                                 |                                    |                                            |                 |
| Problem-Solving Process to Increase Student Achievement                                                                                                            |                     |                                     |                                    |                                            |                 |
|                                                                                                                                                                    | Anticipated Barrier | Strategy                            | Person or Position Responsible for | Process Used to Determine Effectiveness of | Evaluation Tool |

|   |     |     |            |          |     |
|---|-----|-----|------------|----------|-----|
|   |     |     | Monitoring | Strategy |     |
| 1 | n/a | n/a | n/a        | n/a      | n/a |

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

|                                                                                                 |                                     |
|-------------------------------------------------------------------------------------------------|-------------------------------------|
| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.<br>Science Goal #2a: | 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 |
|---------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 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.<br>Science Goal #2b: | n/a                                 |
| 2012 Current Level of Performance:                                                                                  | 2013 Expected Level of Performance: |
| n/a                                                                                                                 | n/a                                 |

Problem-Solving Process to Increase Student Achievement

| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| n/a                                | n/a                 | n/a                              | n/a                                                               | n/a                                                                            | n/a                               | n/a                                           |

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.                                                                                     |                     | n/a                                 |                                               |                                                     |                 |
| Writing Goal #1a:                                                                                                                                                  |                     |                                     |                                               |                                                     |                 |
| 2012 Current Level of Performance:                                                                                                                                 |                     | 2013 Expected Level of Performance: |                                               |                                                     |                 |
| n/a                                                                                                                                                                |                     | n/a                                 |                                               |                                                     |                 |
| Problem-Solving Process to Increase Student Achievement                                                                                                            |                     |                                     |                                               |                                                     |                 |
|                                                                                                                                                                    | Anticipated Barrier | Strategy                            | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1                                                                                                                                                                  | n/a                 | n/a                                 | n/a                                           | n/a                                                 | n/a             |

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

|                                                                                                        |                                     |
|--------------------------------------------------------------------------------------------------------|-------------------------------------|
| 1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.<br><br>Writing Goal #1b: | n/a                                 |
| 2012 Current Level of Performance:                                                                     | 2013 Expected Level of Performance: |
| n/a                                                                                                    | n/a                                 |

**Problem-Solving Process to Increase Student Achievement**

|   | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---------------------|----------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| 1 | n/a                 | n/a      | n/a                                           | n/a                                                 | n/a             |

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

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

| PD Content /Topic and/or PLC Focus | Grade Level/Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g., PLC, subject, grade level, or school-wide) | Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| n/a                                | n/a                 | n/a                              | n/a                                                               | n/a                                                                            | n/a                               | n/a                                           |

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           |
|                                       |                          |                | <b>Grand Total: \$0.00</b> |

## 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<br>Attendance Goal # 1:                                                                                             |                                                                                                                                                                                               | Increase attendance rate for preschool children by 2.5% for school year 2012-2013                                                |                                               |                                                     |                   |
| 2012 Current Attendance Rate:                                                                                                     |                                                                                                                                                                                               | 2013 Expected Attendance Rate:                                                                                                   |                                               |                                                     |                   |
| 84.7                                                                                                                              |                                                                                                                                                                                               | 86.82%                                                                                                                           |                                               |                                                     |                   |
| 2012 Current Number of Students with Excessive Absences (10 or more)                                                              |                                                                                                                                                                                               | 2013 Expected Number of Students with Excessive Absences (10 or more)                                                            |                                               |                                                     |                   |
| 22                                                                                                                                |                                                                                                                                                                                               | 20                                                                                                                               |                                               |                                                     |                   |
| 2012 Current Number of Students with Excessive Tardies (10 or more)                                                               |                                                                                                                                                                                               | 2013 Expected Number of Students with Excessive Tardies (10 or more)                                                             |                                               |                                                     |                   |
| 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                                                                                                                                 | Capstone Academy serves pre-school aged children with special needs. This population is more likely to experience absences for health related reasons as well as other family related reasons | Greater parent involvement and education about the need for children to be at school if health is not a factor in their absence. | Principal                                     | Conversations with parents                          | Attendance 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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
|                                    |                     |                                  |                                                                   |                                                                                |                                   |                                               |

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<br>Suspension Goal #1:                                                                                              | n/a                                                      |
| 2012 Total Number of In-School Suspensions                                                                                        | 2013 Expected Number of In-School Suspensions            |
| n/a                                                                                                                               | n/a                                                      |
| 2012 Total Number of Students Suspended In-School                                                                                 | 2013 Expected Number of Students Suspended In-School     |
| n/a                                                                                                                               | n/a                                                      |
| 2012 Number of Out-of-School Suspensions                                                                                          | 2013 Expected Number of Out-of-School Suspensions        |
| n/a                                                                                                                               | n/a                                                      |
| 2012 Total Number of Students Suspended Out-of-School                                                                             | 2013 Expected Number of Students Suspended Out-of-School |

| 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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| n/a                                | n/a                 | n/a                              | n/a                                                               | n/a                                                                            | n/a                               | n/a                                           |

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:<br><br><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>           |                                                                  | A high percentage of parents will continue to participate in school based parent involvement activities including pot luck and parenting nights, parent committee meetings, and involvement in classroom and field trip activities.                          |                                               |                                                                                         |                                                                                                                                |
| 2012 Current Level of Parent Involvement:                                                                                                                         |                                                                  | 2013 Expected Level of Parent Involvement:                                                                                                                                                                                                                   |                                               |                                                                                         |                                                                                                                                |
| 90% of parents participated in at least one major parent involvement activity including pot luck and parenting nights, fundraisers and parent committee meetings. |                                                                  | 95 (26 of 28) of parents will participate in a majority of parent involvement activities including pot luck and parenting nights, parent committee meetings, and involvement in classroom and field trip activity                                            |                                               |                                                                                         |                                                                                                                                |
| Problem-Solving Process to Increase Student Achievement                                                                                                           |                                                                  |                                                                                                                                                                                                                                                              |                                               |                                                                                         |                                                                                                                                |
|                                                                                                                                                                   | Anticipated Barrier                                              | Strategy                                                                                                                                                                                                                                                     | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy                                     | Evaluation Tool                                                                                                                |
| 1                                                                                                                                                                 | Parents are working and cannot participate in parenting activity | Provide avenues for parents to become more involved with the school during non-work hours including evening potluck and parenting nights and greater communication between faculty and parents through computer based technology such as facebook and e-mail | Principal                                     | Evaluation of parent satisfaction via formal and informal survey of parents and faculty | attendance records of participation in after work hour events, response from parents via e-mail and facebook, teacher 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 |
|----------------------------------------|---------------------|----------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| Involving parents in school activities | Pre K ESE           | Principal                        | faculty and staff                                                  | Monthly staff meetings                                                         | Parent involvement                | Principal                                     |

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           |
| <b>Other</b> |                          |                |                            |
| Strategy     | Description of Resources | Funding Source | Available Amount           |
| No Data      | No Data                  | No Data        | \$0.00                     |
|              |                          |                | Subtotal: \$0.00           |
|              |                          |                | <b>Grand Total: \$0.00</b> |

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                                                                                 |                     |          | n/a                                           |                                                     |                 |
| STEM Goal #1:                                                                           |                     |          | 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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| n/a                                | n/a                 | n/a                              | n/a                                                               | n/a                                                                            | n/a                               | n/a                                           |

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 |
| <b>Technology</b>                     |                          |                |                  |
| 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)

### Milestone achievement Goal:

|                                                                                                                                                                    |                                              |                                                                                                                                                                                                   |                                               |                                                     |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                              |                                                                                                                                                                                                   |                                               |                                                     |                 |
| 1. Milestone achievement Goal<br>Milestone achievement Goal #1:                                                                                                    |                                              | Level 1 students progress one level in six areas, as reflected in VB MAPP assessments                                                                                                             |                                               |                                                     |                 |
| 2012 Current level:                                                                                                                                                |                                              | 2013 Expected level:                                                                                                                                                                              |                                               |                                                     |                 |
| School year 2011 2012 VB MAPP assessment data reflect average gains of 10 milestone points                                                                         |                                              | Level 1 students will progress one level in each of 6 learning areas, gaining 20 points over one school year as reflected in the VB MAPP and successfully moving to the next developmental level. |                                               |                                                     |                 |
| Problem-Solving Process to Increase Student Achievement                                                                                                            |                                              |                                                                                                                                                                                                   |                                               |                                                     |                 |
|                                                                                                                                                                    | Anticipated Barrier                          | Strategy                                                                                                                                                                                          | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1                                                                                                                                                                  | Diversity of student abilities and behaviors | Highly structured schedule, well developed lesson plans, adequate instructional materials and well trained and qualified staff                                                                    | Principal                                     | Data collection, analysis and charting in VB MAPP   | VB MAPP         |

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 |
|----------------------------------------------------------------------------------------------|---------------------|----------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------|
| Developmentally appropriate practices, communication, Sensory awareness, behavior strategies | Pre-K ESE           | Robyn SAndfort, Ed.D. BCBA; Maia Aultman SLP | Faculty and staff                                                 | semi-monthly                                                                   | classroom checklists, teacher evaluations | Principal                                     |

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           |
| <b>Professional Development</b> |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
| <b>Other</b>                    |                          |                |                            |
| Strategy                        | Description of Resources | Funding Source | Available Amount           |
| No Data                         | No Data                  | No Data        | \$0.00                     |
|                                 |                          |                | Subtotal: \$0.00           |
|                                 |                          |                | <b>Grand Total: \$0.00</b> |

End of Milestone achievement Goal(s)

### Milestone Achievement Level 2 students Goal:

|                                                                                                                                                                    |                                              |                                                                                                                                                                              |                                               |                                                     |                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|-----------------|
| Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: |                                              |                                                                                                                                                                              |                                               |                                                     |                 |
| 1. Milestone Achievement Level 2 students Goal                                                                                                                     |                                              | Level 2 students progress one level in each of eight learning areas                                                                                                          |                                               |                                                     |                 |
| Milestone Achievement Level 2 students Goal #1:                                                                                                                    |                                              |                                                                                                                                                                              |                                               |                                                     |                 |
| 2012 Current level:                                                                                                                                                |                                              | 2013 Expected level:                                                                                                                                                         |                                               |                                                     |                 |
| School year 2011 2012 VB MAPP assessment data reflect average gains of 50 milestone points                                                                         |                                              | Level 2 students will progress one level in each of 8 learning areas, gaining at least 40 points over one school year as reflected in the VB MAPP and graduating to level 3. |                                               |                                                     |                 |
| 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                                                                                                                                                                  | Diversity of student abilities and behaviors | Highly structured schedule, well developed lesson plans, adequate instructional materials and well trained and qualified staff                                               | Principal                                     | Data collection, analysis and charting in VB MAPP   | VB MAPP         |

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 |
|------------------------------------|---------------------|----------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------|-----------------------------------------------|
| Developmentally                    |                     |                                  |                                                                   |                                                                                |                                   |                                               |

|                                                                              |           |                                                               |                   |              |                                                          |           |
|------------------------------------------------------------------------------|-----------|---------------------------------------------------------------|-------------------|--------------|----------------------------------------------------------|-----------|
| appropriate practices, communication, sensory awareness, behavior strategies | Pre K ESE | Robyn Sandfort, Ed.D., BCBA; Maia Aultman SLP; Sarah Neel, OT | faculty and staff | semi monthly | classroom checklists, teacher observation and evaluation | Principal |
|------------------------------------------------------------------------------|-----------|---------------------------------------------------------------|-------------------|--------------|----------------------------------------------------------|-----------|

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           |
|                                       |                          |                | <b>Grand Total: \$0.00</b> |

*End of Milestone Achievement Level 2 students Goal(s)*

### Milestone Achievement Level 3 students Goal:

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

|                                                                                                   |                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Milestone Achievement Level 3 students Goal<br>Milestone Achievement Level 3 students Goal #1: | Level 3 students progress one level in each of six learning areas                                                                                                                          |
| 2012 Current level:                                                                               | 2013 Expected level:                                                                                                                                                                       |
| School year 2011 2012 VB MAPP assessment data reflect average gains of 35 milestone points        | Level 3 students will progress according to their needs, gaining in the range of 30 - 40 points and building the skills they need to graduate to kindergarten as reflected in the VB MAPP. |

#### 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 | Diversity of student abilities and behaviors | Highly structured schedule, well developed lesson plans, adequate instructional materials and well trained and qualified staff | Principal                                     | Data collection, analysis and charting in VB MAPP   | VB MAPP         |

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 |
|----------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------|
| Developmentally appropriate practices, communication, sensory awareness, behavior strategies | Pre-K ESE           | Robyn SAndfort, Ed D.,BCBA; Maia Aultman SLP, SArah Neel OT | Faculty and staff                                                  | Semi-monthly                                                                   | classroom checklists, teacher observation and teacher evaluation | Principal                                     |

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 Milestone Achievement Level 3 students Goal(s)

# FINAL BUDGET

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

## 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 (Uploaded on 10/26/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

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

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

The governing board for Capstone Academy serves as the school advisory council. The board meets every other month to discuss progress at the school, potential problems, and to plan and execute events and fund raising activities.





## 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