

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: CARING & SHARING LEARNING SCHOOL

District Name: Alachua

Principal: Curtis Peterson

SAC Chair: Charlie Jackson

Superintendent: Dan Boyd

Date of School Board Approval:

Last Modified on: 10/29/2012

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

Dr. Mike Grego, Chancellor  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## 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	Curtis Peterson	Educational Specialist	5	12	Over 20 years of experience in education as a teacher and school administrator. He has been instrumental in schools that have made AYP for 11 years. Current School has received points instead of letter grade. Caring and Sharing has made AYP for the years 2008-2010 and was the first school in Alachua County to exit SINI. In addition, Caring and Sharing received the 2010 Title 1 National Distinguished School Award. The 2011- 2012 year the school did not meet previous years standards in reading, math and science. Expertise and experience in working with students from different culture and economic backgrounds. ESOL Endorsement Trainings: Clinical Educator, Leadership U, Quality Leadership, Organizing an effective middle school, Data Driven Schools, Conflict resolution, Team Building, Webbs Depth of Knowledge, True Color Personality Type and other leadership trainings.

## INSTRUCTIONAL COACHES

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

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

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Caring and Sharing administrators and teachers attend state and local workshops /conferences and invite quality teachers to interview at their school.	Curtis Peterson Luther Lee Simon Johnson Verna Johnson All teachers	On going	
2	2. Caring and Sharing staff network within the community, and invite quality teachers to interview at their school	Curtis Peterson Luther Lee Simon Johnson Verna Johnson All teachers	On going	
3	3. Caring and Sharing reviews the district applicants to evaluate quality teachers in the district pool.	Curtis Peterson Luther Lee Simon Johnson Verna Johnson	On going	
4	4. School administrators solicit recommendations from University instructors concerning recruitment of teacher graduates.	Curtis Peterson Luther Lee Simon Johnson Verna Johnson	On going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% of the teachers at Caring and Sharing are out of field or received an less than effective rating.	

## 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
12	8.3%(1)	8.3%(1)	66.7%(8)	33.3%(4)	58.3%(7)	100.0%(12)	0.0%(0)	0.0%(0)	33.3%(4)

## 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
Tova Peterson	Clyde Hall	Mr. Hall will be in his second year of teaching. Mrs. Petersons' students have shown tremendous gains on the FCAT and other school assessments. She has also completed the Clinical Educator Training course for working with beginning teachers.	Pre- planning Monthly meetings Caring and Sharing systems and process support. District Beginning Teacher Induction Program
Tova Peterson	Janay Brockington	Ms. Brockington will be in her first year of teaching. Mrs. Petersons' students have shown tremendous gains on the FCAT and other school assessments. She has also completed the Clinical Educator Training course for working with beginning teachers.	Pre- planning Monthly meetings Caring and Sharing systems and process support. District Beginning Teacher Induction Program

## 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

These monies are used to integrate programs to assist the school in meeting the NCLB requirement. Our students receive additional support through part A funding in the way of utilizing a FCIM Facilitator, Teacher tutor, parent involvement workshops, and staff development for teachers.

#### Title I, Part C- Migrant

Migrant support resource advocates for school and family. The liaison coordinates with Title I and other programs to ensure student needs are met.

#### Title I, Part D

NA

#### Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners..

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with district funds to provide summer school for third grade students and training for teachers.

Violence Prevention Programs

All administrators and Staff members have completed inservice in RTI, violence prevention, bullying and second step curriculum which are implemented on campus.

Nutrition Programs

The school participates in the National School breakfast/lunch program. In addition, Caring and Sharing was awarded a USDA Fresh Fruit and Vegetable grant for 2012-2013.

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

NA

Job Training

NA

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

Select General Education Teachers (1 Primary and 1 Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

FCIMS Coordinator:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of students need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The Principal, FCIMS Coordinator and the ESE Specialist meet every Wednesday to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RTI Leadership Team met with the School Advisory Council and the Charter Schools' Board to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

#### MTSS Implementation

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

RTI data will be based on series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the MacMillian Benchmark Assessments, the Big Idea Math series, the district formative assessment program for math and science, and writing prompts developed for district use. FAIR Assessments are also taken into consideration for reading results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of year, the data presentation will be migrated into the district's Local Instructional Information System.

Describe the plan to train staff on MTSS.

All staff will attend pre-planning RTI training. In addition, Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year on an ongoing basis. The RTI team will also evaluate staff Professional Development needs during the weekly RTI Leadership Team meetings.

Describe the plan to support MTSS.

MTSS will be monitored and reviewed on a weekly basis during the school leadership meeting. Students progress and school systems will be evaluated and adjusted as needed.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Principal, FCIMS Coordinator, ESE Specialist and Title 1 Lead Teacher.

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

The team will meet twice monthly to discuss the current data and processes. In addition, the FCIMS Coordinator and Title 1 Lead Teacher will attend these meetings to monitor, train the staff and implement the latest best practices related to reading and comprehension.

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

To research and implement best practices that increase our reading scores on FCAT by 20% in each grade and / or to have 80% of the class scoring 80% or higher on FAIR end of the year assessments. In addition, the LLT this year will initiate bi-weekly focus lessons that would mirror FCAT-style questions. Although the focus would be on reading instruction, the lessons themselves will touch upon all subject areas, both academic and exploratory classes.

## Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 8/27/2012)

## \*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.

We believe that early interventions are necessary to assure a smooth transition into elementary school. Caring and Sharing hosts "Kindergarten Round-Up". Parents and incoming kindergartners attend an informational session, fill out necessary paperwork, have questions answered meet the kindergarten teacher, Para and Principal.

In addition, we perform reading and learning inventories for all incoming kindergarten students during our kindergarten summer camp to identify student weaknesses and develop curriculum designed to meet the needs of all students prior to school starting in August.

Parents are provided with activities and materials to promote teaching and learning activities at home. ie..Recommended reading lists, reading, writing and math strategies for at home use at the registration and acceptance of their child in Caring and Sharing.

Informal contacts are deliberately initiated with parents picking up their children after school by the Title I lead teacher, pre VPK and Kindergarten teachers to inform parents on a one to one basis about the expectations of VPK and/or Kindergarten and the things parents can do to better prepare their preschool age students at home.

The Kindergarten teacher, VPK teacher, Director and Principal will stay abreast of current practices in pre-kindergarten curriculum to better assist the transition to kindergarten.

## \*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.

- 1) Every teacher will be incorporating reading strategies in his or her lesson plans.
- 2) There will be a literacy-based goal for every teacher at Caring and Sharing on their Professional Development Plan.
- 3) Regularly scheduled progress monitoring will occur through use of the F.A.I.R. assessment. Response-to-Intervention (RTI) will aide in identifying and remediating students in need of additional resources. Advanced technology will be used to increase student motivation.

## \*High Schools Only

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

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

NA

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

NA

## Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	65% percentage of black and economically disadvantaged student subgroups will be proficient in Reading as demonstrated by 2013 FCAT Reading level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(4)of the 3rd grade,16%(4)of the 4th grade, 23%(5)of the 5th grader and 19% (6)of the 6th graders scored level 3 on the FCAT.	In grade 3- 65% ,grade 4- 65%, grade 5- 65% and grade 6- 65% of students will achieve level 3 mastery on the 2013 administration of the FCAT Reading Test.

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of content area skills,and background knowledge.	To increase content area skills,and background knowledge through after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and Title 1 Lead teacher.	Informal and formal Assessments reviewed at Tutorial Data meetings.	Lesson plans, attendance logs and assessment tools.
2	Lack of content area skills,and background knowledge.	Caring and Sharing will partner with United Way and the University of Florida law school to implement a mentor program.	Principal and Tova Peterson.	Informal and formal Assessments reviewed at data meetings.	Sign in logs and surveys.
3	Students will not read outside of the traditional school day.	Caring and Sharing will create reading logs to be signed by parent and checked by teachers on a weekly basis. Students will receive incentives for reaching benchmarks.	FCIMS Coordinator and classroom teacher	The FCIMS Coordinatior will review reading logs status monthly with Principal during Monday meetings.	Reading Logs
4	Lower performing students on FAIR and other reading assessments	Lower performing students will be pulled out of class twice a week for 45 minutes a week by the teacher- tutor for intensive reading.	FCIMS,Teacher and Teacher Tutor	The FCIMS Coordinatior, Title 1 Lead Teacher and Principal will review FAIR Assessment status after each assessment. In addition, will review Teacher and Teacher-tutor lesson plans weekly.	FAIR, Reading Unit Test and Weekly assessments.
5	Attendance/tardies	Monitoring of attendance/School incentives	Classroom Teachers/Principal	Monitoring attendance monthly	Infinite Campus attendance reports
6	Lack of content area skills,and background knowledge.	To add one hour to the school day to increase content area skills,and background knowledge through small group intensive Reading instruction.	Classroom teachers and Principal	Informal and formal Assessments reviewed at Tutorial Data meetings.	Benchmark assessments, pre and post test assessments.

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



of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	65% percentage of black and economically disadvantaged student subgroups will be proficient in Reading as demonstrated by 2013 FCAT Reading level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%(4)of the 3rd grade,8%(2)of the 4th grade, 0%(0)of the 5th grader and 5% (1)of the 6th graders scored level 3 on the FCAT.	In grade 3- 65% ,grade 4- 65%, grade 5- 65% and grade 6- 65% of students will achieve level 3 mastery on the 2013 administration of the FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students specific needs being met through comparable enrichment activities.	To increase content area skills and background knowledge through enrichment activities in after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and Title 1 Lead teacher.	FCIM Model, Data Chats, Ongoing Progress Monitoring	Unit Tests, other specific program tests, walk throughs, instructional review model
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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.  Reading Goal #2a:	Increase the percentage of black and economically disadvantaged subgroups to be above proficiency in Reading by 20% as demonstrated by FCAT levels 4 and 5 in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (4) of the 3rd graders, 8%(2) of the 4th graders, 0%(0) of the 5th graders and 5%(1) of the 6th graders achieved above proficiency (FCAT Levels 4 and 5) in reading.	26% percentage of black and economically disadvantaged student subgroups will be above proficient in Reading as demonstrated by 2013 FCAT Reading level 4/5.

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	Differentiated instruction not being provided daily for individual student's needs.	Teachers will infuse Webbs depth of knowledge and CRISS strategies in their everyday lessons and units.	Principal, FCIMS Coord. and teachers	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to .	Classroom walkthrough log and focused walkthroughs to determine frequency and instructional focus
2	Increase of higher order thinking strategies	Students will participate in small group instruction using reading enrichment activities/ programs, and web based instruction.	Classroom Teacher and FCIMS Coordinator.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to FCIMS Coordinator. Pull out teacher lesson plans will reflect various subgroups schedules.	Classroom walkthrough log and focused walkthroughs to determine frequency of schedule and instructional focus
3	Increase of higher order thinking strategies	Continue using Marzano, Kagan, CRISS and Webbs Depth of Knowledge strategies.	FCIMS Facilitator/Principal	FAIR data and informal assessments review during data and team meetings.	Lesson plan monitoring/Walk-Throughs

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading.  Reading Goal #2b:	
--	--

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	70%(57)of the students will achieve learning gains on the 2013 administration of the FCAT Reading Test.
---	---

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

In 2012, 40%(25)of the students made learning gains based on the FCAT assessments.	70%(57)of the students will achieve learning gains on the 2013 administration of the FCAT Reading Test.
--	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of content area skills, and background knowledge.	To increase content area skills, and background knowledge through after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and title 1 lead teacher.	Informal and formal Assessments reviewed at Tutorial data meetings.	FCIM Process, Walk Throughs, Observations, Ongoing Progress Monitoring, Teacher Appraisal process
2	Increase of higher order thinking strategies	Continue using Marzano, Kagan, CRIS and Webbs Depth of Knowledge strategies.	FCIMS Facilitator/Principal	FAIR data and informal assessments review during data and team meetings.	Lesson plan monitoring/Walk-Throughs

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.  Reading Goal #3b:	
--	--

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	The vocabulary area on the FCAT showed the greatest area of need to improve for the lowest 25% of students at Caring and Sharing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The vocabulary area on the FCAT showed the greatest area of need to improve for the lowest 25% of students at Caring and Sharing. Overall, 73% (11) of the students made learning gains.	90% of the lowest 25% of the students will show an increase in Reading based on the 2013 FCAT.

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	Attendance/tardies	Monitoring attendance/tardies using a reward system for improved student attendance.	FCIMS Coordinator, Principal and teachers	Data and Faculty meetings	Attendance report, Monthly assessments, On-Track and FCAT Data
2	Lack of content area skills, and background knowledge.	To increase content area skills, and background knowledge through after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and title 1 lead teacher.	Informal and formal Assessments reviewed at Tutorial data meetings.	Lesson plans, attendance logs and assessment tools.
3	Students not demonstrating necessary growth on FCAT	Small group differentiated instruction. Extra reading instruction with pullout teacher.	Title 1 Teachers, FCIMS Facilitator	Monthly monitoring of reading growth	FAIR test, benchmark and Chapter assessments
4	Attendance, Tardiness	Monitoring attendance/tardies using a reward system for improved student attendance.	Principal and teachers	Data meetings and team meetings.	Attendance report, FAIR & On-Track Data
5	Lack of test-taking skills, vocabulary and background knowledge.	To increase test-taking skills, vocabulary and background knowledge through classroom small group instruction.	Principal FCIMS coordinator and teachers	Monthly monitoring of reading growth	FAIR test, benchmark and Chapter assessments

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

Reading Goal #

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

100% of Caring and Sharing students will be on grade level or above as measured by state reading assessments by 2016.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	22%	35%	60%	80%	100%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	All subgroups demonstrated the vocabulary area on the FCAT showed the greatest area of need to improve at Caring and Sharing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(59)Black,50% (1)Hispanic and 50%(1)White student subgroups are not making satisfactory progress in reading.	65% of all subgroups will achieve satisfactory progress in reading as measured by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test-taking skills, vocabulary and background knowledge.	To increase test-taking skills, vocabulary and background knowledge through classroom small group instruction.	Content Teachers	Data, team and faculty meetings	Informal Assessments State and District testing, Chapter assessments
2	Lack of vocabulary and background knowledge.	To increase the school day by one hour to focus on vocabulary and background knowledge through intensive small group instruction.	Classroom teachers	Data, team and faculty meetings	Informal Assessments State and District testing, Chapter assessments
3					

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	0 % of the students with disabilities met satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of the students with disabilities did not achieve satisfactory progress in reading.	65 % of the SWD will achieve satisfactory progress in reading as measured by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of background content and study skills.	To increase content area skills and background knowledge through enrichment activities in after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and Title 1 Lead teacher	FCIM Model, Data Chats, Ongoing Progress Monitoring	FAIR, Reading Unit Tests, other specific program tests, walk throughs, instructional review model
2	Students lack of background content and study skills.	Students will meet with the teacher tutor or ESE teacher 45 minutes, twice a week for the year.	FCIMS Teacher and Title 1 lead teacher.	FCIM Model, Data Chats, Ongoing Progress Monitoring of informal and formal assessments.	FAIR, Reading unit test and attendance sheets.

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The vocabulary area on the FCAT showed the greatest area of need to improve for the Economically Disadvantaged subgroup at Caring and Sharing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79%(57) of the Economically Disadvantaged subgroup students are not making satisfactory reading progress.	65% of the Economically Disadvantaged subgroup will achieve satisfactory reading levels as measured by the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test-taking skills, vocabulary and background knowledge.	To increase test-taking skills, vocabulary and background knowledge through classroom small group instruction.	Content Teachers	Data, team and faculty meetings	Informal Assessments State and District testing, Chapter Assessments
2	Lack of content area skills, and background knowledge.	To increase content area skills, and background knowledge through after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and Title 1 Lead Teacher.	Informal and Formal Assessments reviewed at Tutorial Data meetings.	Lesson plans, attendance logs and assessment tools.

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
EIR- Gr 1&2 (teachers new to grades 1 or 2)  Literacy Work Stations  Building Vocabulary  Kagan strategies	K-6th	District Trainers. Title 1 lead. Principal	Schoolwide	2nd early release day each month.	Reading department monthly meetings.	Reading department chair.

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Caring and Sharing Learning School will implement a web based reading program.	Earobics on line reading intervention program.	Title 1	\$4,104.00
			Subtotal: \$4,104.00
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
Teachers will increase their knowledge on Literacy Workstations through a book study.	"Practice with a Purpose" Literacy workstations. By Debbie Diller	FTE	\$140.00
			Subtotal: \$140.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,244.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.

CELLA Goal #1:

NA

2012 Current Percent of Students Proficient in listening/speaking:

NA

Problem-Solving Process to Increase Student Achievement

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

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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



# Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal # 1a:	60% percentage of the students will be proficient in Reading as demonstrated by 2013 FCAT Reading level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%(22) of the students scored a level 3 on the 2012 administration of the FCAT Math Test.	In grade 3- 60% grade 4- 60%, grade 5- 60% of students will achieve level 3 mastery on the 2013 administration of the FCAT Math Test

## Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of content area skills, and background knowledge.	To increase content area skills, and background knowledge through after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and Title 1 Lead teacher.	Informal and formal Assessments reviewed at Tutorial Data meetings.	Lesson plans, attendance logs and assessment tools.
2	Lack of content area skills, and background knowledge.	Caring and Sharing will partner with United Way and the University of Florida law school to implement a mentor program.	Principal and Tova Peterson.	Informal and formal Assessments reviewed at data meetings.	Sign in logs and surveys.
3	Differentiated instruction not being provided daily for individual student's needs	Inservice on differentiated instruction, Webbs depth of knowledge and implementation of Go Math Series	Principal/FCIMS Facilitator and teachers.	Data from informal, chapter and benchmark assessments review during team, department and faculty meetings.	On-Track Test, Chapter Test and Benchmark Assessments
4	Students not demonstrating necessary growth on FCAT	Students will participate in small group instruction using the Harcourt Go Math, intervention programs and web based instruction in a three week rotation for 45 minutes with a teacher tutor.	Principal, FCIMS Coordinator and Title 1 Lead Teacher.	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to FCIMS Coordinator. Data and team meetings.	Classroom walkthrough log and focused walkthroughs to determine frequency of schedule and instructional focus. Data Charts

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students specific needs being met through comparable enrichment activities.	To increase content area skills and background knowledge through enrichment activities in after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and Title 1 Lead teacher.	FCIM Model, Data Chats, Ongoing Progress Monitoring	Unit Tests, other specific program tests, walk throughs, instructional review model

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.  Mathematics Goal #2a:	To increase the number of students achieving above proficiency (FCAT Levels 4 and 5) in mathematics to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
8%(5) students achieved above proficiency (FCAT Levels 4 and 5) in Math.	20% of the students will achieve above proficiency (FCAT Levels 4 and 5) in mathematics on the 2013 administration of the FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instruction not being provided daily for individual student's needs.	Teachers will infuse Webbs depth of knowledge and CRISS strategies in their everyday lessons and units.	Principal, FCIMS Coord. and teachers	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to .	Classroom walkthrough log and focused walkthroughs to determine frequency and instructional focus
2	Differentiated instruction not being provided daily for individual student's needs	Students will participate in small group instruction using the Harcourt Go Math, above gradelevel programs and web based instruction during three week rotations for 45 minutes with teacher tutor.	Principal, Title 1 lead teacher and FCIMS Coordinator	Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to FCIMS Coordinator.	Classroom walkthrough log and focused walkthroughs to determine frequency and instructional focus

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	80% of students will achieve learning gains on the 2013 administration of the FCAT Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 50% of the students made learning gains on the FCAT Assessments.	80% of students will achieve learning gains on the 2013 administration of the FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of content area skills, and background knowledge.	To increase content area skills, and background knowledge through after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and title 1 lead teacher.	Informal and formal Assessments reviewed at Tutorial data meetings.	FCIM Process, Walk Throughs, Observations, Ongoing Progress Monitoring, Teacher Appraisal process
2	Increase of higher order thinking strategies	Continue implementing Go Math series, utilizing additional math resources and technology.	Principal/FCIM/Classroom Teachers	Data, team and Faculty meetings.	Chapter test, benchmark assessment and FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	The Base ten and Fraction area on the FCAT showed the greatest area of need to improve for the lowest 25% of students at Caring and Sharing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%(7) of the lower 25% of the students made learning gains.	85% of the lowest 25% of students will show an increase on the 2013 FCAT.

**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	Attendance/tardies	Monitoring attendance/tardies using a reward system for improved student attendance.	FCIMS Coordinator, Principal and teachers	Data and Faculty meetings	Attendance report, Monthly assessments, On-Track and FCAT Data
2	Lack of content area skills, and background knowledge.	To increase content area skills, and background knowledge through after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and title 1 lead teacher.	Informal and formal Assessments reviewed at Tutorial data meetings.	Lesson plans, attendance logs and assessment tools.
3	Students not demonstrating necessary growth on FCAT	Students will participate in small group instruction using the Harcourt Go Math, intervention programs and web based instruction in a three week rotation for 45 minutes with a teacher tutor.	Principal, Title 1 lead teacher and FCIMS Coordinator.	Pull out teacher Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to FCIMS Coordinator	Classroom walkthrough log and focused walkthroughs to determine frequency of schedule and instructional focus. Data Charts

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 #					
	Caring and Sharing will work to achieve 100% of its students meeting or exceeding on grade level scores on state level assessments.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42%	51%	70%	85%	100%	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	61%(36) of the black, 0%(0) of the hispanic and 0%(0) of the white student subgroups did not make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:

61%(36) of the black,0%(0) of the hispanic and 0%(0) of the white student subgroups did not make satisfactory progress in math.	70%of the black,100% of the hispanic and 100% of the white student subgroups will make satisfactory progress in math.
---	---

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test-taking skills, vocabulary and background knowledge.	To increase test-taking skills, vocabulary and background knowledge through classroom small group instruction.	Content Teachers	Data, team and faculty meetings	Informal Assessments State and District testing, Chapter assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	89% (8) of the SWD student subgroup did not make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (8) of the SWD student subgroup did not make satisfactory progress in math.	80% of the SWD student subgroup will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of background content and study skills.	To increase content area skills and background knowledge through enrichment activities in after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and Title 1 Lead teacher	FCIM Model, Data Chats, Ongoing Progress Monitoring	FAIR, Reading Unit Tests, other specific program tests, walk throughs, instructional review model

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	57% (31) of the Economic Disadvantaged student subgroup did not make satisfactory progress in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (31) of the Economic Disadvantaged student subgroup did not make satisfactory progress in math.	65% of the Economic Disadvantaged student subgroup will make satisfactory progress in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of test-taking skills, vocabulary and background knowledge.	To increase test-taking skills, vocabulary and background knowledge through classroom small group instruction.	Content Teachers	Data, team and faculty meetings	Informal Assessments State and District testing, Chapter Assessments
2	Lack of content area skills, and background knowledge.	To increase content area skills, and background knowledge through after school small group instruction.	Teachers enrolled in the tutoring program. FCIMS and Title 1 Lead Teacher.	Informal and Formal Assessments reviewed at Tutorial Data meetings.	Lesson plans, attendance logs and assessment tools.

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
Continue implementation of 2010-11 math core curriculum GoMath Intervention Foldables  AIMS GEMS	K-6th	District trainers.	School wide math teachers.	District scheduled dates.	Department monthly meetings.	Math department chair.

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.  Science Goal #1a:			29%(6) students achieved proficiency (FCAT Level 3) in science based on the 2012 Science FCAT		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
29%(6) students achieved proficiency (FCAT Level 3) in science based on the 2012 Science FCAT			50% students will achieve proficiency (FCAT Level 3) in science based on the 2013 Science FCAT.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students that enter 5th grade that fall in the Caring and Sharing subgroups Black and Economic disadvantage usually have a weak science background	Implementation of the newly adopted Science series and increased hands on and depth of knowledge activities.	Science teachers and FCIMS Coordinator	District wide benchmark and school based weekly and monthly assessments	FCAT Science, FCAT Explorer and end of course test

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	0%(0) students achieved proficiency (FCAT Level 4/5) in science based on the 2012 Science FCAT.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
0%(0) students achieved proficiency (FCAT Level 4/5) in science based on the 2012 Science FCAT.	10% of the students will achieve above proficiency (FCAT Level 4/5) in Science based on the 2013 Science FCAT.			
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 Black and Economic Disadvantage students enter with a lower Science Background than others.	Students will attend afterschool and Saturday school tutoring	Science teacher and FCIMS coordinator	Attendance logs	FCAT, FCAT EXPLORER and weekly assessments
2 Students that enter 5th grade that fall in the Caring and Sharing subgroups (Black and Economic disadvantage) usually have a weak science background	Implementation of the newly adopted Science series and increased hands on and depth of knowledge activities.	Science teachers and FCIMS coordinator	District wide benchmark and school based weekly and monthly assessments.	FCAT science, FCAT Explorer and end of course test

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  Science Goal #2b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				



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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of 2011-12 core curriculum – National Geographic AIMS Uncovering Student Ideas in Science Foldables	K-6th	District presenters	School wide	District scheduled	Monthly Science department meetings	Science department chair

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will continue the use of web based learning programs in Science.	Discovery Education web based resources.	FTE	\$2,170.00
			Subtotal: \$2,170.00
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: \$2,170.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level

3.0 and higher in writing. Writing Goal #1a:	92% (23) Students achieved Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (23) Students achieved Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.	92% Students will achieve Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students needing to edit and rewrite prompts to maximize writing techniques.	Staff will continue to pull out lower performing students twice a week to work on writing process.	Mavis Muhammad, C. Mathis and J. Kiner	Weekly Teacher Assessments	FCAT Mock Beginning and Mid year Writing Assessment

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

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

End of Writing Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance		Caring and Sharing will decrease the number of students that are absent 10 or more days from school by 5% (5) students.			
Attendance Goal #1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Caring and Sharing had average daily absent rate of .57		Caring and Sharing had average daily absent rate of .45			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
15% (20) of the students had Excessive Absences (10 or more)		7% (5) of the students will be absent 10 or more days from school.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
20% (30) of the students had Excessive Tardies (10 or more)		10% (20) of the students will have Excessive Tardies (10 or more)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Excessive tardies and absent days.	Students who attend school everyday and arrive on time for a specific time frame will receive a school and/or teacher incentive. Contact of parents when their child has unexcused absences or tardies.	Classroom teachers	The students attendance and tardy rates reeviewed during data and team meetings.	The school/ teacher attendance and tardy logs
---	------------------------------------	---	--------------------	--	---

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

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

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

Attendance Budget:

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

*End of Attendance Goal(s)*

Suspension Goal(s)

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

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

1. Suspension Suspension Goal #1:	Caring and Sharing will reduce the out of school suspensions by 10% (2) and will reduce the in- school suspensions rate by 15% (1) for the 2012-2013 school year.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
10	9
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
10	9
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
9	7
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
9	7

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not come to school with the appropriate social skills.	Establish and implement a school-wide discipline model. Students will be rewarded for having no referrals, no OSS or ISS suspensions	FCIMS Coordinatior, Principal	Decrease of formal referrals and suspensions Discipline reports review at data and team meetings.	Student success log
2	Communicating effectively with teachers and staff on our expectations of teachers and students.	Implementing Positve Behavior Support Program into our school.	FCIMS Coordinatior, Principal	Positive Behavior Support team meets once a month to analyze behavioral data.	Monthly observations of behavioral data.

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

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

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

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:		Caring and Sharing Learning School will increase its parental contacts by 3% to 72,380 times per school year.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Caring and Sharing Learning School had 70,272 parental contacts for the 2012 school year.		Caring and Sharing Learning School will increase its parental contacts by 3% to 72,380 times per school year			
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 need instructional activities to assist their child.	Provide instructional support materials for parents at all Title 1 Parent Involvement activities.	Title 1 Lead and teachers	Monitor number of parents attending Title 1 Parent Involvement activities.	Title 1 sign-in forms and surveys.
2	Parents need instructional activities to assist their child.	Host grade level workshops for parent and child to model academic strategies. Host FCAT informational	Title 1 Lead, FCIMS Coord. and teachers	Title 1 and FCIMS Coord. Parent feedback on workshops and input of future parent involvement activities.	Title 1 sign-in forms and surveys

		workshops for parents on grade level expectations and strategies for success.		
--	--	---	--	--

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

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal # 1:	Students will demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of computer skills.	<p>Students will use a wide variety of age appropriate technologies (i.e. drawing program, presentation software) to communicate and exchange ideas.</p> <p>Students will locate, download, and organize content from digital media collections for specific purposes, citing sources</p> <p>Students will perform basic searches on databases, including library card catalogues, to locate information, using two or more key words and techniques to refine and limit such searches.</p> <p>Students will create projects that use text and various forms of graphics, audio and video (with proper citations) to communicate ideas.</p> <p>Students will explain and demonstrate how specialized technology tools can be used for problem solving, decision making, and creativity in all subject areas (simulation software, computer aided design, graphing calculators, art and music composition software, etc.).</p> <p>Students will use a variety of telecommunication tools (i.e. e-mail, discussion groups, web pages, blogs, web conferences/webinars) to communicate with peers and experts and other audiences.</p>	Classroom teachers and FCIMS Coord.	Student artifacts and projects.	Completed projecets, surveys and artifacts.

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
<ul style="list-style-type: none"> <li>Teachers, administrators and staff will have ongoing opportunity to utilize technology tools for instructional management and personal productivity.</li> </ul>	K-6th	District presenters	Subject and school wide.	Early release every third month.	PDP review	Principal

STEM Budget:

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

End of STEM Goal(s)

## Additional Goal(s)

Effective implementation of research based curriculum, instructional strategies for 6th grade. 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. Effective implementation of research based curriculum, instructional strategies for 6th grade. Goal		60% of all 6th graders will meet levels 3 or higher on 2013 FCAT.		
Effective implementation of research based curriculum, instructional strategies for 6th grade. Goal #1:				
2012 Current level:		2013 Expected level:		
32%(6) of 6th graders scored 3 or higher in reading.		60% of all 6th graders will meet levels 3 or higher on 2013 FCAT reading.		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Budget:

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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Effective implementation of research based curriculum, instructional strategies for 6th grade. Goal(s)*

To increase reading and comprehension skills through Social studies. Goal:

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

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

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

Budget:

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

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

*End of To increase reading and comprehension skills through Social studies. Goal(s)*

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Caring and Sharing Learning School will implement a web based reading program.	Earobics on line reading intervention prgram.	Title 1	\$4,104.00
Science	Teachers will continue the use of web based learning programs in Science.	Discovery Education web based resources.	FTE	\$2,170.00
				Subtotal: \$6,274.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Teachers will increase their knowledge on Literacy Workstations through a book study.	"Practice with a Purpose" Literacy workstations. By Debbie Diller	FTE	\$140.00
				Subtotal: \$140.00
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: \$6,414.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input checked="" type="checkbox"/> Focus	<input checked="" type="checkbox"/> Prevent	<input checked="" 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.

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

## 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 SAC will monitor the implementation of the school improvement plan and the overall school budget for the upcoming year. In addition, the SAC will advise and approve important decision needed to be address as it relates to the school needs.

## 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