

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: IMAGINE CHARTER AT LAKEWOOD RANCH

District Name: Manatee

Principal: Selenia Quinones

SAC Chair: Selenia Quinones

Superintendent: David Gayler

Date of School Board Approval:

Last Modified on: 11/13/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Selenia Quinones	B.A. Education M.ED in Education, Administration and Supervision	1	4	This is Ms. Quinones first year at Imagine Lakewood Ranch. Ms. Quinones used to work as a Dean at Imagine South Lake. Imagine South Lake has received for the past four years a school grade of an "A". For the 2010-2011 school year, 78% scored a level 3 or higher in Reading. 68% scored a level 3 or higher in Math. 69% of the 4th/8th graders met the Writing Standards. 52% of the students scored level 3 or higher in Science. The school had 69% of learning gains in Reading and 60% in Math. 70% of the lowest quartile showed learning gains in Reading and 61% in Math.

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)
All Grade Levels	Dawn Bingham, Imagine Schools West Florida Curriculum Coordinator	B.A. Elementary Education	3	3	
Elementary and Intermediate	Charlene Tillman	B.A. Music M.ED in Educational Leadership	3	2	See Data Portion of SIP.
Middle School (All Subjects)	Elisa Gardana	B.A. Science	4	2	See Data Portion of SIP.

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	The School Leader will review resumes to find candidates that are highly qualified and meet the needs of our school	School Leader	Prior to School Year Starting	
2	A Teacher Interview Task Force will be created to interview candidates that meet the highly qualified criteria we are looking for in our educators.	School Leader Interviewing Task Force	Prior to School Year Starting	
3	The School Leader will observe and monitor the instruction of all classroom teachers to ensure fidelity and quality. Teachers that are in need of improvement and growth will be prescribed an educator improvement plan that will include professional development, lesson study, peer observations, and systematic observations and feedback. Teachers that do not respond to educator improvement plan will be replaced.	School Leader	Ongoing through the school year	

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
There are three teachers Out of Field but they have not received 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
30	16.7%(5)	63.3%(19)	36.7%(11)	0.0%(0)	10.0%(3)	100.0%(30)	6.7%(2)	0.0%(0)	23.3%(7)

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
Kathy Hughes	Katie Heck Michael Hughes	Pairing done for all mentors based on subject area, grade with consideration given to personality types.	* Quarterly gatherings * Weekly check-ins with mentor/mentee * Progress monitoring for peer interactions and problem solving.
Erin Hicks	Stephanie Mhlbauer	Pairing done for all mentors based on subject area, grade with consideration given to personality types.	* Quarterly gatherings * Weekly check-ins with mentor/mentee * Progress monitoring for peer interactions and problem solving.
Elisa Gardana	Joan Dykes	Pairing done for all mentors based on subject area, grade with consideration given to personality types.	* Quarterly gatherings * Weekly check-ins with mentor/mentee * Progress monitoring for peer interactions and problem solving.
Selenia Quinones	Betsy Hall	Pairing done for all mentors based on subject area, grade with consideration given to personality types.	* Quarterly gatherings * Weekly check-ins with mentor/mentee * Progress monitoring for peer interactions and problem solving.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Sandra Marks, RtI Coordinator
Selenia Quinones, RtI/PS Team Member
Amanda Perry, RtI/PS Team Member
Amy Royall, RtI/PS Team Member

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 RtI/PS Team will meet on a monthly basis with the teachers. These meetings will take place during the teachers common planning time or afterschool. The RtI coordinator will collaborate with the RtI team members from other Imagine Schools to share ideas. The RtI Team will also seek advice from the county specialist when necessary.

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 ISLWR RtI Team created our School Improvement Plan and will work with the staff to ensure understanding and implementation of the goals and objectives of this school improvement plan.

The RTI Team will continue to ensure that interventions are in place for those students not making adequate learning gains.

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.

Imagine School at Lakewood Ranch
Intervention Plan 2012-2013

First Stage: The Plan

For the 2012-2013 school year, we have dedicated a forty minute block of time in the morning to the implementation of our interventions. This dedicated intervention time will be school wide.

To make this plan a success, classroom teachers, special teachers, ESE staff, and School Leaders will be working with their specifically assigned group of students.

Using standardized data, we have created small groups of students with similar deficiencies (i.e. decoding, comprehension, vocabulary). These groups will also be formulated with age-grade level considerations. These small groups will comprise our Tier 2 students.

As the interventions progress throughout the school year, the students will be assessed to ensure mastery of their standards and skills. The students' progress will be captured and charted. Using this data, we will assess how the student is progressing comparing his/her progress to his/her peer intervention group and the other students within his/her grade.

Those students that do not show progression and have peers that show progression within their intervention group will be considered for Tier 3 interventions. At this level, an intervention plan will be put in place that will be intensive and will be on a one –to-one ratio (between student and teacher).

Second Stage: Student Assessment and Data Analysis

At the beginning of each school year, a comprehensive assessment period is initiated at our school. By the close of the second week of the school year, all of our students will have been administered both teacher created grade level assessments in reading and math, The FAIR Assessment, and the SAT-10.

With this standardized data, we are not only able to identify those students in need of intensive interventions (our lowest quartile), but also devise groups of students that share a similar area of improvement.

As interventions progress throughout the school year, our Dean of Students/Data Coach will meet with our Instructional Coaches and teachers to not only monitor the progress of the students, but work with our teachers on implementing lessons to improve the overall quality of the interventions. FAIR Data, STAR Reading Data, and teacher-created assessments will be the basis of this on-going assessment and analysis of student progress.

Third Stage: Implementation

Each week, the teacher will work on a targeted skill(i.e. CVC) with their respective group. Utilizing the continuous improvement approach, the teacher will teach, review, and assess the student on the targeted skill. If the student(s) shows growth with this skill, the teacher will move on to the next skill. If the student(s) does not show mastery, the teacher will re-teach the targeted skill in a new fashion to ensure student understanding.

To ensure maximum student success, we will be utilizing these intervention programs for the 2012-2013 school year:

- *Harcourt StoryTown Intervention Program
- *FAIR Tool Kit Interventions (www.pmrn.fcrr.org)
- *Empowering Teachers Internet Program (www.pmrn.fcrr.org)
- *Think Central Computer Program (Part of Harcourt Story Town and Math Series)
- *AMP Reading System for the Reading Intensive class for Middle School.

Once a month, our RTI/PS Team will meet to analyze student data and progression within the tiers. If a Tier 2 student shows significant progression, he/she will be placed back into the Tier 1 population. However, this student will be monitored closely. If he/she regresses, he/she will be placed back into Tier 2 interventions.

On the other hand, those students that continue to not progress and have peers that show progression (utilizing student data), those students will be considered for Tier 3 interventions. These intensive interventions will be on a one-to-basis between instructor and students.

Fourth Stage: Supplemental Intervention

In addition to our designated intervention block, during the students' Writing/Language Arts instruction, our writing teachers will have the ability to pull students to do small group work.

These interventions can be either administered to those students already receiving interventions during our morning session or administered to those students that are not receiving interventions in our morning session, but are on the border of falling into our lowest quartile. These interventions will be teacher led and can be either math or reading based.

Fifth Stage: Professional Development

For any quality intervention plan to be successful, it is extremely important to have a strong professional development plan in place. Our team of School Leaders, Instructional Coaches, and educators will work together to plan, formulate, and present quality professional development that will enhance our Intervention program.

This upcoming year, our Intervention Professional Development will focus on these topics:

- *Data Collection
- *Progress Monitoring
- *Small Group Instruction
- *Differentiated Instruction
- *Coaching/Modeling of delivery of focus skills lessons
- *Book and/or Article Study on Intervention

Imagine School at Lakewood Ranch

Middle School Intervention Plan

We have created an intervention/remediation plan for those students that have scored at either Level 1 or Level 2 on the prior year's FCAT.

Reading Level 1 or Level 2

Those students that scored at Level 1 or Level 2 on the Reading portion of the FCAT, will take a Reading intensive course that will be in addition to their Language Arts course. This class will be taken during their elective time.

The teacher of the class, who will be Reading Endorsed, will be utilizing Jamestown Reading Intervention Program (created by Glencoe). This series will allow the students to work at their own pace and improve their reading comprehension, vocabulary, and fluency.

In addition, we will continue to use the FAIR Assessment and the interventions that are suggested with the program.

Math Level 1 or Level 2

Math interventions for those students that scored at Level 1 or Level 2 will be done within the mathematics classroom. The teacher will pull these students for small group instruction. Within these groups, the teacher will focus on computation, problem solving, and geometry skills.

As with all interventions, on-going progress monitoring will be implemented and utilized with these particular students. With the data, we will be able to chart the progress of our students over the course of the year.

Describe the plan to train staff on MTSS.

At the beginning of the year, a PD Workshop will be given to all staff members on our RtI process and implementation plan.

In addition to our regularly scheduled RTI/PS Team Meetings (Bi-Weekly Basis), we will also conduct at least two additional Professional Development opportunities for our teachers and staff.

This upcoming year, our Intervention Professional Development will focus on these topics:

- *Data Collection
- *Coaching/Modeling of delivery of focus skills lessons
- *Book and/or Article Study on Interventions

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

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

Selenia Quinones, School Leader
Susan Nickerson, Writing Instruction Chairperson
Charlene Tillman, Praesto Academy Coordination/Elementary and Intermediate Instructional Coach
Dawn Bingham, Imagine Schools Regional Instructional Support
Elisa Gardana, Middle School Instructional Coach

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

The Literacy Leadership/Instructional Leadership Team will be charged with the responsibility of creating capacity for reading knowledge within the school. In addition, the Literacy Leadership Team will review student data, ensure all instructional guidelines (i.e. 90 minute reading block, lesson plans) are followed, place instructional resources in our educators hands, and address every literacy concern here at Imagine School at Lakewood Ranch.

In addition, the LL/IT will work together to develop to provide coaching and professional development to the teachers of the school. The LLIT team will utilize best teaching practices as a vehicle to maximizing student success. The LLIT will be comprised of leaders within the school that have a strong background in the incorporation of literacy initiatives at the school level.

This team will meet once a month to review data and plan events and initiatives that build literacy within our student population.

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

The Literacy Leadership/Instructional Team will lead these major initiatives this year:

- *Educating both Imagine School at Lakewood Ranch staff and parents on a balanced literacy approach to reading instruction
- *Family Literacy Night in March. This will be an evening where we will have fun events for our families that will revolve around reading
- *The planning of two Scholastic Book Fairs
- *The implementation of Imagine Schools' Advanced Reading Challenge
- *The further development of our Accelerated Reader program
- *Creating professional development opportunities that assist teachers in the creation of interventions that are strong and intensive
- *Ensuring that all instructional guidelines and best practices are present in every classroom. This includes detailed lesson plans, collaborative planning throughout the school, the presence of essential questions, the implementation of the 90 minute reading block, and the utilization of the RtI process to increase the reading abilities of our struggling readers
- *The development of a 90 minute reading block that includes short, focused whole-group instruction, guided reading opportunities in which the teacher works with students on specific needs, and independent reading opportunities that are done with reading material that is leveled and appropriate to each respective student.
- *Creating a school culture in which every teacher understands that he/she is a reading teacher
- *Instilling a love of reading within all of our students

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Our VPK Program has adopted a vision and culture that is much aligned with the type of education we are providing in our K-8th grade classrooms. The VPK Program is a student centered program that focuses on the importance of cooperative learning. Working in small groups, the students are mastering many of the standards that they are required to learn.

We feel that this program will prepare our VPK students for the transition and lessons they will be exposed to in the Kindergarten classroom.

*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.

Professional development will be offered to all middle school teachers during pre-planning to explore the relationship between reading and content areas. Teachers of all subjects will focus on vocabulary building, developing non-fiction reading strategies, and implementing research projects. The implementation of fostering reading skills will be evident in lesson plans as well as during classroom walk-through observations.

In addition, we are moving towards having each of our middle school teachers reading endorsed.

*High Schools Only

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

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

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

Postsecondary Transition

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	At Imagine School at Lakewood Ranch, we are focused on having every child reach grade level status in regards to their reading ability. With this being said, each year we strive to have a high number of students scoring at Level 3 or higher on the FCAT Reading portion.
2012 Current Level of Performance:	2013 Expected Level of Performance:
According to 2011-2012 School Grade Data, we had 63% of our students score at a Level 3 or higher on the FCAT Reading portion. 33% Scored at a Level 3.	For the 2012-2013 school year, we are expecting 68% of our students to score Level 3 or higher on the FCAT Reading portion.

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	We have a high number of students that are new to our campus.	-We will be enacting the continuous improvement model of planning, teaching of a standard, assessment, and reteaching of a standard that is not mastered yet. -Collect data to identify students areas of weakness and provide the necessary interventions.	School Leadership: Instructional Leadership Team	Standardized assessment windows. Interpretation of data.	2013 FCAT Reading Benchmark Assessments Florida Achieves Assessments
2	Continuing to cover all standards prior to FCAT administration	-All reading teachers will meet monthly to discuss the plan and organization for the covering all standards prior to the FCAT. -In addition, curriculum resource guides have been created to assist teachers as they cover the standards throughout the course of the school year.	School Leadership: Instructional Leadership Team	Monthly Subject Area Meetings	2013 FCAT Reading Benchmark Assessments Florida Achieves Assessments
3	High number of new staff.	-Mentoring new staff providing them with professional development in their core subject areas.	School Leadership Team and Instructional Coaches.	Classroom observations. Academy Leader meetings and observations.	Observations 2013 FCAT Reading SAT 10 Assessments
4	Movement to full implementation of Common Core.	-Training staff on Common Core in pre-service and inservice days.	School Leadership Team, Instructional Coaches, and Imagine Schools Curriculum Coordinator.	Increased rigor and expectations in lessons. (Lesson plans, walk throughs, formal observations).	End of the year progress. SAT 10 Assessments End of the year test aligned with Common Core standards.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	At Imagine School at Lakewood Ranch, we strive to prepare our students to reach the highest of levels. With this in mind, we plan instructional activities and lessons that are aimed at the continued development of our highest achieving students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% of our students scored at a Level 4 or 5 on the FCAT Reading Portion.	We intend to have 40% of our school population score at Level 4 or 5 on the FCAT Reading Portion.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers finding balance between meeting the needs of the lowest quartile students and meeting the needs of those students that are working above grade level.	The school will plan professional development opportunities that deal with the teachers differentiating their instruction to meet the needs of all of their students.	School Leadership: Instructional Leadership Team	OnGoing Assessments Data Chats about student progress Teacher walkthroughs and formal evaluations	2013 FCAT Results Benchmark Assessments
2	Creating and developing a strong literacy instructional block that allows our educators the opportunity to focus on all components of reading instruction.	Reading teachers will meet monthly to discuss, plan, and eventually, deliver a high fidelity reading block that will strengthen our students' fluency, vocabulary, and comprehension.	School Leadership: Instructional Leadership Team	OnGoing Assessments Data Chats about student progress Teacher walkthroughs and formal evaluations	2013 FCAT Results Benchmark Assessments
3	Change in FCAT 2.0 format and grading.	Increase student stamina. Expose students and teachers to FCAT 2.0 test expectations. Increase amount of nonfiction and informational text.	School Leadership Team and Instructional Coaches	Increase number of students proficiency. Comparison of student scores from 2011-2012 to 2012-2013. Classroom observations.	New School Scores 2013 FCAT Reading Results

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

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:	At Imagine School at Lakewood Ranch, we are particularly interested in ensuring that each of our students make one year's worth of learning gains in reading. It is our goal to ensure that each of our students is working at grade level or above in regards to their reading skills.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not currently available.	The percentage of students making learning gains in reading will increase to 70%.

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	Enrollment: The high number of students that are new to our learning community.	The utilization of data to find the strengths and areas of growth for our students The use of RtI as a tool to help improve all of our students' reading ability The utilization of research based instructional techniques and routines that focus on improving the students reading ability A school wide dedication to the philosophy that all teachers are reading teachers	School Leadership: Instructional Leadership Team	The continuous monitoring of student data Vertical and horizontal planning by the educators of the school	2013 FCAT Reading Portion Benchmark Assessments
	The number of new teachers to Imagine School at Lakewood Ranch	At Imagine School at Lakewood Ranch, we will be creating a professional development program that will not only be	School Leadership: Instructional Leadership Team	The evaluation of our professional development opportunities Teacher observations and walkthroughs	2013 FCAT Reading Portion Benchmark Assessments

2		aimed at the continued improvement and development of our educators, but will also cater to the individual needs of our unique educators	administered by school leadership. Pair the new teachers with teacher mentors.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	At Imagine School at Lakewood Ranch, we recognize the need to identify our struggling readers, put interventions in place for these students, and continually monitor the effectiveness of our interventions with these particular students. It is our goal to ensure that these struggling readers are reading at grade level.
2012 Current Level of Performance:	2013 Expected Level of Performance:
We had 54% of our lowest quartile students make learning gains in reading.	We are expecting to have 64% of our lowest quartile students make learning gains 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
1	The development and maturation of the RTI process.	Continued Professional Development of teachers on the RTI Process Working with district personnel to ensure that we are completing the RTI process correctly. Monitoring data to ensure the interventions we put in place for our lowest quartile students are improving the students reading abilities (done with fidelity).	School Leadership: Instructional Leadership Team	On-going PS/RTI meetings in which student data and interventions are discussed and dissected.	2013 FCAT Reading Results Benchmark Assessments FAIR

2	Development of our new teachers	Creation of a Professional Development Calendar that will help develop the reading instruction skills of our educators.	School Leadership: Instructional Leadership Team	Teacher walkthroughs and observations by the school leadership team members Strong Mentoring Program has been developed	2012 FCAT Reading Results Benchmark Assessments
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	This sub group did not count for the 2009-2010.
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	Identify sub groups and access the individual students areas of weakness. 26% of our school enrollment take part of Free and Reduce Lunch.	Provide professional development on what is necessary for our school to reach AYP Continued utilization of individualized, differentiated instruction to meet the needs of each of our students.	School Leadership: Instructional Leadership Team	Continued monitoring of student achievement data.	2013 Reading FCAT Benchmark Assessments FAIR Data

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:	For the 2010-2011 school year, we did not have enough students in the ELL subgroup to be deemed making adequate yearly progress.
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	This year, with the low number of ELL students, ELL students can sometimes go unserved and teachers neglect to use research based strategies to support their learning.	- Educators participate in professional development to meet the needs of our ELL population. - ESOL Coordinator will meet with the staff to identify each ELL child's needs, modifications, and strategies that will help with instruction.	School Leadership Team; ESOL Compliance Specialist	Continuous monitoring of student performance data	2013 FCAT Reading Portion Benchmark Assessments SAT 10

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:	It is important for us as a school to develop a plan of action to meet the needs of students with disabilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	We are aiming for 70% of our students with disabilities subgroup read at or above grade 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	Students are significantly behind in their grade level, requiring intense remediation and support.	- The creation of a plan of action to ensure that the needs of all of our students with disabilities are met - Continued professional development of classroom teachers in meeting the needs of our students with disabilities - Set school wide RtI Plan.	School Leadership: Instructional Leadership Team; ESE Teachers	Continued monitoring of student data. Creation of high levels of communication between classroom teachers and ESE teachers. Monitoring RtI Records.	2013 FCAT Reading Portion SAT 10 Assessments FAIR

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:	At Imagine School at Lakewood Ranch, we understand the importance of improving the reading ability of those students that come from an economically disadvantaged household.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	For the 2012-2013 school year, we are setting the goal of having at least 70% of our students from an economically disadvantaged background read at or above grade level.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Knowledge of which students fall into this subgroup	The school leadership team will ensure that all educators are aware of the students they have that fall into this particular subgroup	School Leadership Team; Registrar	The continuous monitoring of student data acquired through school assessments	Conferences with teachers. FCAT Reading Scores
2	Parental support for academic growth.	Have parent/teacher meetings to ensure communication. Provide parents with professional development on how to support their children at home.	School Leadership Team.	Meeting with parents. Looking at data to monitor academic growth.	Family Survey FCAT and SAT 10 Scores.

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
Progress Monitoring and RtI	K-8th	Tisha Conaway-County ESE Representative.	RtI/ESE Coordinator Instructional Coaches Leadership Team	November 28th-Morning training.	Classroom observations, walkthroughs, student performance, and academy meetings.	Principal ESE/RtI Coordinator
Differentiated Instruction	K-8th	Selenia Quinones	All Teachers	January-Teacher Workday	Classroom observations, walkthroughs, student performance, and academy meetings.	Academy Leaders Instructional Coaches Principal
Close Reading	K-8th	Charlene Tillman	All Reading Teachers	January-Teacher Workday	Classroom observations, walkthroughs, student performance, and academy meetings.	Instructional Coaches
Implementing Common Core for K-2nd; partial introduction for 3rd-8th.	K-8th	Charlene Tillman Elisa Gardana	All Teachers	September-In Service days.	Classroom observations, walkthroughs, student performance, and academy meetings.	Academy Leaders Instructional Coaches Principal

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.				
CELLA Goal # 1:				
2012 Current Percent of Students Proficient in listening/speaking:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal # 2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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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:	At Imagine School at Lakewood Ranch, we have decided to put a great deal of emphasis on our math instruction for this school year. It is our hope to improve not only the computation skills of our students but also their ability to apply these skills to solve problems that involve reasoning and higher level thinking.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of our students score a Level 3 or Higher on the FCAT Math portion. 26% scored at a Level 3.	For the 2012-2013 school year, we are aiming to have 60% of our students score at Level 3, 4, or 5 on the FCAT math portion.

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	Creation of a solid math instruction block	At our Math Subject Area meetings, we will be planning math instructional blocks that will cover fact fluency, math vocabulary, visual conception, and problem solving.	Math Subject Area Teachers	This group meets monthly to share ideas and organize instruction.	2013 FCAT Math Portion Follow up assessments.
2	Covering all standards prior to FCAT	Curriculum Resource Guides have been created for each grade level. With these guides, our math teachers will know what standards to teach and when they are supposed to be teaching them.	School Leadership: Instructional Leadership Team	Lesson Plans Instructional Walkthroughs Benchmark Assessments	Benchmark Assessments 2013 FCAT Math Portion
3	New Students	Utilization of data to find the strengths and areas of growth for our students. Creating individualized learning plans for these new students.	School Leadership Team; Teachers	Monitoring of student data. Administrative Walkthroughs of our math classrooms.	2013 FCAT Math Portion
4	Implementation of Math Interventions	Professional development that will assist our teachers in the implementation of interventions that are high quality and full of fidelity. Model lessons that illustrate to teachers best teaching practices in small group instruction.	School Leadership: Instructional Leadership Team	Monitoring of student data. Feedback from teachers in regards to model lessons and professional development.	2013 FCAT Math Portion End of the year exams
5	New Teachers	Mentoring new staff and providing intense professional development in core subject areas.	Imagine Schools Curriculum Director. Leadership Team. Academy Leaders.	Increase proficiencies and learning gains. Walkthroughs, classroom observations.	2013 FCAT Math Portion. End of the year progress.

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:		At Imagine School at Lakewood Ranch, we aim to have as many of our students score at level 4 or 5 on the FCAT Math Portion		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
18% of our students scored at level 4 or 5 on the Math Portion of the FCAT.		For the 2012-2013 school year, we are aiming to have 25% of our student population score at Level 4 or 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	Change in FCAT 2.0 format	Provide professional development on differentiating strategies in Math instruction.	School Leadership Team Instructional Leadership Team Academy Leaders	Administrative Walkthroughs Classroom observations Student Data	2013 FCAT Math Portion End of the year assessments
2	Implementation of Interventions for our struggling math students AND our high achieving students	Model lessons on proper math interventions. Task force will seek out professional development opportunities that will enhance our math intervention instruction.	School Leadership Team Instructional Leadership Team	Administrative Walkthroughs. Classroom observations.	2012 FCAT Math Portion End of the year 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:

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:	At Imagine School at Lakewood Ranch, we strive to have all of our students make a year's worth of gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	For the 2012-2013 school year, we intend to have 60% of our students make learning gains in mathematics.

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	Developing a strong math intervention program.	-Professional Development will be provided that will assist teachers in the utilization of the gradual release model in small group activities.	School Leadership Team Instructional Leadership Team	On-going Assessments. Monitoring of student data. Data Chats between teachers and administrative staff.	2013 Math FCAT Results Benchmark Assessments
2	Providing innovative instruction to meet the needs of all of our students	-Math teachers will meet together to formulate a strong coherent math instructional block. -Professional Development will be given that assists teachers in providing instruction that illicit student inquiry, strategization, and problem solving.	School Leadership Team Instructional Leadership Team	On-going Assessments. Monitoring of student data. Data Chats between teachers and administrative staff.	2013 Math FCAT Results Benchmark 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:

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:	At Imagine School at Lakewood Ranch, through the use of data, we will identify our students that are struggling in math and plan lessons that meet the needs of these students.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% of our lowest quartile students made learning gains in the FCAT Math portion.	We are expecting to have 68% of our lowest quartile students will make learning gains 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	New Students are a year behind.	-Identify students areas of weakness and provide them with the necessary support. -Data chats between teachers, students and parents.	School Leadership: Instructional Leadership Team	Ongoing assessments. Monitoring of Student Data. Teacher observations and walkthrough.	2013 FCAT Math Portion End of the Year assessments Benchmark Assessments
2	The implementation of quality, high fidelity math interventions during our Math Instructional Block	-Model Lessons -Professional development on the implementation of the math 30 minute intervention lesson	School Leadership: Instructional Leadership Team	Monitoring of Student Data. Teacher observations and walkthrough.	2013 FCAT Math Portion

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal #				
		5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	It is our goal to have all of our subgroups reach AYP status in regards to our students' math abilities.
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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	Identifying the weakness of the students within this subgroup.	-Review enrollment information and past year grades. -The use of math instructional interventions to meet the needs of all of our students.	School Leadership: Instructional Leadership Team Force	Administrative-led Teacher Walkthroughs and Observations. Monitoring of student data.	2013 FCAT. Student Data. End of the year 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:	It is our goal to have all of our subgroups reach AYP status in regards to our students' math abilities.
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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	ELL students often go unserved and teachers neglect to use research based strategies to support their learning.	-The use of math instructional interventions to meet the needs of all of our students. -The ELL Coordinator will meet with teachers to discuss students individual concerns and areas of need.	School Leadership: Instructional Leadership Team	Administrative-led Teacher Walkthroughs and Observations. Monitoring of student data.	2013 FCAT Math Portion. Teacher assessments. End of the year exams.

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:	It is our goal to have all of our subgroups reach AYP status in regards to our students' math abilities.
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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	Teacher lack the stamina when having to monitor and ensure the needs of ESE students here at the school.	-Utilization of both ESE teachers and ESE certified classroom teachers to ensure the needs of all ESE students are being met. -Provide professional development to teachers on Strategies and Accommodations for ESE students.	School Leadership: Instructional Leadership Team	On-going assessments. Administrative-led Teacher Walkthroughs and Observations. Monitoring of student data.	2013 FCAT Math Portion Benchmark Assessments
2	The increase in the number of students enrolled that are in this subgroup.	-The use of math instructional interventions to meet the needs of all of our students	School Leadership: Instructional Leadership Team	Administrative-led Teacher Walkthroughs and Observations. Monitoring of student data.	2013 FCAT Math Portion Benchmark Assessments

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	It is our goal to have all of our subgroups reach AYP status in regards to our students' math abilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	We expect 30% of our economically disadvantaged students to make annual progress in mathematics.

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 parent participation with student's academics.	-Provide parent/teacher conference to review student data. -Create newsletter for parents to inform them of the Math standards that will be covered. -Math teachers will meet together monthly to plan and develop a math instructional block that will focus on fact fluency, math vocabulary, conceptualization, and problem solving.	School Leadership: Instructional Leadership Team	On-Going Assessments. Administrative-led Teacher Walkthroughs and Observations. Monitoring of student data.	2013 FCAT Math Portion Benchmark Assessments
2	The increase in the number of students enrolled that are in this subgroup.	-The use of math instructional interventions to meet the needs of all of our students	School Leadership: Instructional Leadership Team	On-Going Assessments. Administrative-led Teacher Walkthroughs and Observations. Monitoring of student data.	2013 FCAT Math Portion Benchmark Assessments

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
Math: Making "Cents"	All Grade Levels	Laura Kettl	All Math Teachers	January	Benchmark Assessments FCAT 2013 Data End of the Year Assessments SAT 10	Instructional Coaches Principal
Differentiating Instruction	All Grade Levels	Selenia Quinones Charlene Tillman	All Teachers	February	Benchmark Assessments FCAT 2013 Data End of the Year Assessments SAT 10	Instructional Coaches Principal

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
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 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:	This year, our goal is for 60% of our 5th and 8th grade students to score a level 3, 4, or 5 on the science portion of FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

41% of the students score at a Level 3 or above.	5th grade expected Science Proficiency = 60% and 8th grade expected Science Proficiency = 60%
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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	Some of our science teachers for this school year are new to teaching science in an FCAT grade level.	Professional development and mentoring will be ongoing throughout the school year. Pacing guides will also be provided for the teachers to ensure that benchmarks are covered.	Principal Instructional Coaches Academy Leaders	Standards based practice assessments with quarterly data meetings. Walk-through observations during science classes.	FCAT Science
2	Students will require scientific problem solving skills.	Implementation of the Science Fair Project. Weekly/bi-weekly science experiments in all science classrooms.	Principal Instructional Coaches Academy Leaders	Walk-through observations during science block. Monitoring of each step of the science fair project.	Science Fair Presentations. FCAT Science
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 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:	This year, our goal is for 20% of our 5th and 8th grade students to score a Level 4 or 5 on the Science portion of the FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
11% of our students scored at Level 4 or higher on the science FCAT.	Our goal is for 20% of our 5th and 8th grade students to score a Level 4 or 5 on the Science portion of the 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 will need to develop higher order thinking skills	Professional development will be provided so teachers can implement critical/creative thinking activities and the inquiry approach.	Instructional Coaches Principal Academy Leaders	Standards-based assessments throughout the school year. Walk-through observations of science classrooms	FCAT Science

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
Success Through Science Fair	4th-8th grade	Science Coordinator	All Science Teachers	November-March	Monthly Science teacher meetings.	Academy Leaders Principal
Monthly Subject Area Meetings	All grade Levels	Academy Leaders	All Teachers	Monthly	Leadership monthly meetings.	Academy Leaders Instructional Coaches Principal

Science Budget:

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

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		At Imagine School at Lakewood Ranch, we understand the importance of a balanced literacy curriculum where reading and writing instruction go hand in hand. Our goal is to produce students who can express their thoughts through written word.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
81% of our students scored at Level 3 or higher in writing.		We are setting the goal of having 85% of our students score at Level 3 or higher.			
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	The changes to the FCAT Writing scoring. With a change to the rubric to include an increased emphasis on conventions and reasoning/support/statistics, there is a level of uncertainty on what may constitute a level 4.0 or higher. The new focus on grammar might stumble our student base as it has not previously been a strong focus in our school or any district school	-Professional Development will be held to review the selected student responses for the 2013 Writing Calibration Scoring Guides. -With the separation of reading and writing in Middle School this year, the writing class will have the opportunity to focus more on grammar and technical writing, which should address the new Florida Writes requirements	School Leadership Team and Writing Chairperson	Professional Development evaluations from teachers attending professional development opportunities. Administrative observations and walkthroughs of educational staff.	2013 Florida Writes (FCAT Writing)

2	The development of new teachers to our school. With several new teachers in crucial fourth-grade writing positions, there is a potential for loss of momentum with regards to the writing program.	Pre-school Professional Development will address the writing curriculum for new and existing teachers. Also, mentoring will assist new staff members, and finally, subject-specific weekly co-planning will ensure consistency in each classroom.	School Leadership Team and Writing Chairperson	Professional Development evaluations from teachers attending professional development opportunities Administrative observations and walkthroughs of educational staff	2013 Florida Writes (FCAT Writing)
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 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
Monthly Subject Area Meetings.	All Grade Levels	Susan Nickerson	All Writing Teachers	On going monthly	Leadership meetings. Classroom observations and walkthroughs.	Principal Academy Leaders Instructional Coaches

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		At Imagine School at Lakewood Ranch, we understand the importance that the attendance of our students has on the quality of education we provide.			
Attendance Goal # 1:					
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
N/A		For the 2012-2013 school year, we are setting the goal of a 97% student attendance rate.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
According to 2011-2012 school year, 256 students out of 628 had 10 or more absentees. 40% (628)		For the 2012-2013 school year, we are setting the goal of having 20% of our student population with excessive absences.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
N/A		For the 2012-2013 school year, we are setting the goal of having 4% of our student population with excessive tardies.			
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	Acclimating new parents to the attendance expectations of the school.	-Communication: With the use of school handbook, newsletters, emails, and parent conferences, it is our hope to have parents understand the importance of attending school on a regular	School Leadership Team; School Registrar	Continued monitoring of daily and monthly attendance records by registrar and school leader. School will send correspondences to those parents that have students with	2013 School Average Attendance Summary (AS400)

	basis.		either excessive absences or tardies.
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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:	To be a successful educational community, we need to be proactive in the development of character within our students. We will focus on creating an environment where the students learn and value the rewards that are associated with treating others with respect, acting responsibly in the community, and making right choice both in and outside of the school.

2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
According to 2011-2012 school records, there were a total of 64 In-School Suspensions at our school. This is 10% of 628 students.	For the 2012-2013 school year, we are expecting to limit the number of In-School Suspensions to 25 occurrences an limit the amount of schools days suspended to 45 days.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
According to 2011-2012 school records, there were a total of 64 students who received In-School suspensions.	For the 2012-2013 school year, we are expecting to limit the number of students that receive In-School Suspensions to twenty-five students.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
According to 2011-2012 school records, there were a total of 45 students Out-of-School Suspensions. This is a 7% of our student population.	For the 2012-2013 school year, we are expecting to limit the number of Out-of-School suspensions to 15 occurrences with a limit of 45 total school days suspended.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
According to 2010-2011 school records, there were a total of 45 students who received Out of School Suspensions.	For the 2012-2013 school year, we are expecting to limit the number of students that receive Out-of-School suspensions to 15 students.

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	New students who do not understand the Imagine School culture and philosophy.	<ul style="list-style-type: none"> - Teachers will be given Professional Development on classroom management. - Faculty will continue to focus on the three R's of the school: Respect, Responsibility, and Right Choice. - The maturation of a Character Development program that will be proactive in educating our students to be not only strong academically, but also as human beings. - Provide ongoing parental communication to provide parents with student behavior. 	School Leadership Team	Classroom observations Teacher, Student, and Parent surveys	The number of school referrals, in-school suspensions, and out-of-school suspensions
2	We have several new staff members who will need to learn the expectations of the school.	<ul style="list-style-type: none"> - Teachers will be given Professional Development on classroom management. - Strong mentoring program will help our young educators deal with problematic students - Peer observations will help our new educators learn best teaching practices. 	School Leadership Team; Mentoring Program Coordinators	Classroom observations Teacher, Student, and Parent surveys	The number of school referrals, in-school suspensions, and out-of-school suspensions

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:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Parent involvement is highly encouraged on our campus on a regular basis. We ask that each parent volunteer 20 hours each school year. These hours can be given through various venues from the classroom, to field trips and assistance with classroom preparations.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

N/A	It is our hope that 50% of our families reach the twenty hour goal.				
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	Volunteer opportunities	We will use the PI Team (Parental Involvement Team) to provide our families with ways on how our families can volunteer at our school.	PI Team Principal	Parents will log their hours in a volunteer log and teachers will provide feedback on timely completion of volunteer opportunities completed.	Through data collected in the volunteer log we will be able to identify the hours of each family as well as the activities involved in during their volunteer session.
2	School Reach Communication/Monthly Newsletters.	Utilizing our mass communication tool, the school will communicate volunteer opportunities via teacher and school leader newsletters as well as correspondence that focuses on volunteer opportunities.	School Administration and Teachers	Parents will log their hours in a volunteer log and teachers will provide feedback on timely completion of volunteer opportunities completed.	Through data collected in the volunteer log we will be able to identify the hours of each family as well as the activities involved in during their volunteer session.

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:		To introduce a STEM program designed to help students close the gap between the NGSSS and the new CCSS. To challenge students to increase their performance in the stem standards requirements.			
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	Funding	Applied to participate in the Manatee County RTTT grant request for STEM funding and programming.	Principal	We will find out in 2013 if we are selected and approved to participate in the grant program under the umbrella of the district RTTT STEM award.	Grant Award 2013

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

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

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

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount

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

End of STEM Goal(s)

Additional Goal(s)

Diversity Goal 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. Diversity Goal Goal Diversity Goal Goal #1:		As a school, we understand the importance of creating a diverse student population with representation from various ethnicities and cultures.			
2012 Current level:		2013 Expected level:			
N/A		Using 2011-2012 school enrollment data, we are aiming at increasing our diversity by 5%. We are hoping to have a student population that reflects 23% of our student population coming from ethnic backgrounds other than Caucasian.			
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	Our school is in a heavy caucasian population	-School Leader will speak at various community functions to share and spread the word about the school.	School Leader	School Leader will monitor enrollment numbers closely throughout the course of the school year.	2012-2013 Enrollment Numbers

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 Diversity Goal Goal(s)

Shared Values Goals 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

Economic Sustainability 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

New School Development 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 New School Development Goal(s)

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

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

No Attachment (Uploaded on 11/11/2012)

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

Review yearly goals and approve SIP. Serve as a school reviewing board as necessary. Review mid-year data reports and revise or support current academic growth plans. Help support school growth, parent policies and procedures specifically related to volunteering efforts at the school.



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

Manatee School District IMAGINE CHARTER AT LAKEWOOD RANCH 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	67%	78%	53%	277	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	53%			115	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	56% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					507	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Manatee School District IMAGINE CHARTER AT LAKEWOOD RANCH 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	67%	87%	55%	291	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	55%			120	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	47% (NO)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					525	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested