FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: THE SANIBEL SCHOOL

District Name: Lee

Principal: Mrs. Barbara Von Harten

SAC Chair: Mrs. Jennifer McSorley

Superintendent: Dr. Joseph Burke

Date of School Board Approval: pending

Last Modified on: 11/9/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Barbara Von Harten	BA Degree in Education, Masters and Specialist Degreee in Educational Leadership. Certifications in Elementary Education, Special Education, and Educational Leadership.	15	26	Mrs. Von Harten has led the staff to enable students to consistently score in the top 1% to 10% in the state on the FCAT Reading, Math, Writing and Science and achieve AYP for the last seven years. Mrs. Von Harten led the initiative that led to our school's selection as a National Blue Ribbon School of Excellence.
Assis Principal	Nancy McDole	BA Degree in Education and MA in Educational Leadership Certifications in Elementary Education, Math Education, and Educational Leadership.	13	26	Mrs. McDole has assisted Mrs. Von Harten in setting high expectations for all students and staff.

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)
Reading	Wendy Wassman	Mrs. Wassman holds a Professional Educator's Certificate from the State of Florida in Elementary Education and a Reading Endorsement. She has a Master's Degree in Reading.	1	6	Mrs. Wassman supports our students and teachers as they address the school's goals to increase the percentage of students making learning gains in Reading and Writing. She has been an educator for 36 years.

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	Colleague and administrative support of all teachers who are new to the school within the last two years.	Barbara Von Harten, Nancy McDole, Wendy Wassman, grade level and/or subject area colleagues.	Ongoing throughout the year	
2	Teacher mentoring program for teachers who are experiencing their first year at the school.	Barbara Von Harten, Nancy McDole along with selected veteran teachers.	Ongoing throughout the year.	
3	All teachers are required to participate in trainings or course work as part of their required annual Professional Development Plan. The principal meets with each teacher at the beginning of the year to review their plans and approve the trainings they are requesting.	Barbara Von Harten and teachers	Ongoing throughout the 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
14% (4)of our teachers are currently out of field with the current ESOL requirements.	All four teachers have signed the required forms and are either in the process of completing the required course work or are in the process of studying for the ESOL endorsement test.

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
28	0.0%(0)	10.7%(3)	35.7%(10)	53.6%(15)	60.7%(17)	332.1%(93)	17.9%(5)	14.3%(4)	46.4%(13)

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
Wendy Wassman	Amy Holik	Wendy's role as the school's Reading Specialist makes her the ideal mentor for an aspiring literacy leader.	Wendy will meet with Amy monthly to assist with facilitation of our school-wide writing program.
Wendy Wassman and Alicia Base	Kathryn Maietta	Wendy's role as the school's Reading Specialist makes her the ideal mentor for our language arts teacher who just completed her first year in Florida and is an aspiring literacy leader within our school. Alicia is the middle school reading teacher and is also an ideal mentor for Kate. These two school leaders are integrating new programmatic changes in our language arts and reading curriculum.	Wendy and Alicia will meet with Kate monthly to share writing curriculum strategies and to assist with facilitation of the writing program consistently across subject areas and grade levels.
Diane Cortese and Pam Yates	Paula Coombs	Diane is our middle school math department head and will assist Paula with curriculum and instructional strategies for Intensive Math and Pam is our ESE department head and will assist Paula on all district and state ESE	Paula is new to Florida. Pam and Diane will meet with Paula weekly to work with her on all district and state policies, procedures and curriculum and will assist her in planning for student achievement.

		policies, procedures and curriculum.	
Diane Cortese and Nancy McDole	Silvia Zavala	Diane is a National Board Certified teacher and has the same grouping of students as Silvia. Nancy is a veteran middle school teacher and has been a district trainer for first year teachers and substitutes.	Silvia is new to teaching and wants to do her very best. Nancy and Diane meet with Silvia several times each week to advise and support her in all areas of teaching.

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.

Our MTSS Problem-Solving Team for The Sanibel School consists of the following members:
Barbara Von Harten - Principal
Nancy McDole - Assistant Principal
Wendy Wassman - Reading Specialist
Linda Reynolds - School Counselor
Pam Yates - ESE teacher
Elaine Adler - Speech Therapist
Lisette Goas - School Psychologist
and specific teachers as per the student being reviewed.

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 MTSS Problem-Solving Team at The Sanibel School meets on an as needed basis to analyze schools and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
The roles of each team member are as follows:
Classroom teacher
* Keeps students' ongoing progress monitoring notes in an MTSS folder(FAIR, curriculum assessments, STAR or FCAT scores, work samples, Successmaker reports, Accelerated Reader reports)to be filed in cumulative folders at the end of the year or when a student transfers or withdraws.
reports)
* Attends MTSS Team meetings to collaborate on and monitor students who are struggling
* Implements interventions designed by the MTSS Team for students in need of supplemental and intensive supports
* Delivers instructional interventions with fidelity
Reading Coach/Specialist
* Attends MTSS Team meetings
* Trains teachers in interventions, progress monitoring and differentiated instruction
* Implements supplemental and intensive interventions
* Keeps progress monitoring notes and anecdotals of interventions implemented and posts them to the school's SharePoint shared documents website for the MTSS team to review
* Administers screenings
* Collects school-wide data for the MTSS team to use in determining at-risk students
Speech-Language Pathologist
* Attends MTSS Team meetings for students receiving supplemental and intensive speech and/or language supports
* Completes Communication Skills screenings for students unsuccessful with Tier 2 interventions
* Assists with supplemental and intensive interventions through collaboration, training, and/or direct student contact
* Incorporates MTSS data when guiding a possible Speech/Language referral and when making eligibility decisions
Principal
* Facilitates the implementation of the MTSS problem-solving process
* Provides and/or coordinates continuous professional development

* Assigns paraprofessionals to support MTSS implementation
* Attends MTSS Team meetings and is active in the RtI process
* Conducts Classroom Walk-Throughs to monitor fidelity

Assistant Principal

* Attends MTSS Team meetings and is active in the MTSS process for middle school students
* Conducts Classroom Walk-Throughs to monitor fidelity

School Counselor

* Schedules and attends MTSS meetings
* Maintains a log of all students involved in the MTSS process
* Sends meeting invitations to parents as needed
* Helps complete necessary MTSS forms
* Conducts social-developmental history interviews as needed

School Psychologist

* Attends MTSS Team meetings for students receiving supplemental and/or intensive supports
* Monitors the data collection process for fidelity
* Reviews and interprets progress monitoring data
* Collaborates with the MTSS Team on effective instructional strategies and specific interventions
* Incorporates MTSS data when guiding a possible ESE referral and when making eligibility decisions

ESE Teacher/Staffing Specialist

* Consults with MTSS Team regarding intensive interventions
* Incorporates MTSS data when making eligibility decisions

ESOL/ELL Representative

* Attends MTSS Team meetings for identified ELL students to advise and complete LEP paperwork
* Conducts language screenings and assessments as needed
* Provides ELL intervention strategies

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. The role of the school-based MTSS Leadership Team is to identify programmatic areas of need and provide additional academic support and resources for the teachers based on the identified needs in order to assist with the implementation of the school improvement plan. The team also assists with the evaluation of students' responses to current interventions in specific curriculum areas.

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.

The Sanibel School utilizes the district-adopted data management systems Pinnacle Analytics, Achievement Series, and SuccessMaker. These systems provide the school with comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist the school with the tracking of student progress; management of diagnostic, summative,and formative assessment data; and the students' responses to implemented interventions.

Describe the plan to train staff on MTSS.

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are providing on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior managements techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered systems of student supports.

Describe the plan to support MTSS.

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These

personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.
The Sanibel School supports the MTSS process by scheduling meetings as needed each quarter with the teachers at each grade level to discuss students of concern and develop action plans to address those concerns. All key members of the MTSS Team are scheduled to attend these meetings and coverage is provided as needed so that everyone is available. Action plans are developed jointly and the plans are them posted to individual student folder within our school's SharePoint site.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Our team is composed of the following staff members:
Barbara Von Harten - Principal
Nancy McDole - Assistant Principal
Wendy Wassman - Reading Specialist/Coach
Libby Payne - Media Specialist
Linda Reynolds - School Counselor
Pam Yates - ESE Department Head
Alicia Base - Middle School Reading Teacher
Kate Maietta - Middle School Language Arts Teacher
Barbara Simmons - Kindergarten Teacher representative
C.J. Gosselin - Grade One Teacher representative
Laurie Sanders - Grade Two Teacher representative
Anne Franke - Grade Three Teacher representative
Deb Riley - Grade Four Teacher
Julie Wappes - Grade Four Teacher
Amy Holik - Grade Five Teacher representative
Colleen Stoneman - Reading Intervention Assistant

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

The team meets at least once a month to review student progress related to Reading and Writing, share best practices, and plan teacher training sessions to improve student performance. The team also plans literacy activities for students and monitors the use of programs like Accelerated Reader and FAIR. Roles are fluid and voluntarily changed as necessary. Staff members report to teaching partners and minutes are shared by the reading specialist with all staff and posted to the school's SharePoint website.

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

Two major initiatives of the LLT will be to conduct ongoing staff development to increase awareness and understanding of the Common Core State Standards, and to ensure that writing occurs across the curriculum in order to implement the CCSS. A continued focus on writing across the curriculum using various genres, formats and procedures will include the adoption of a common language about writing. This will include a focus on the best use of CraftPlus at each grade level and an extended focus on incorporating Reggie Routman's series on Transforming our Teaching through Writing for Audience and Purpose. In addition staff members will be trained on the new rubrics for evaluating student writing based on a more precise understanding of the FCAT Writes rubric so as to build an institutional knowledge of how to improve writing instruction using current best practices.
Another initiative will be a more effective use of the Accelerated Reader Program. In reviewing last year's data it was determined that up to 45% of our students were considered at risk according to the AR Diagnostic Reports in the fall of 2011. Our goal this year is to have less than 20% of our students considered at risk as measured by these reports

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Every middle school teacher incorporates reading strategies as well as writing opportunities in their classroom instruction.

*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:	The Sanibel School third grade will improve its percentage of students scoring at Achiemement level 3 or higher from 85% (39) on the 2012 FCAT 2.0 Reading Test to 88%(39)on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School percentage of third grade students scoring at an Achievement Level 3 or higher on the 2012 FCAT 2.0 was 85%(39).	The Sanibel School percentage of third grade students scoring at an Achievement Level 3 or higher will be 88% (39) on the 2013 FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities for students to respond to nonfiction text.	Schedule time daily for students to respond to text in writing.	Third grade head teacher, Ann Franke, Reading Specialist, Wendy Wassman and Administration team.	AR Diagnostic reports handed in weekly for review, review of lesson plans and anaylze results of STAR tests quarterly.	STAR tests and the 2013 FCAT 2.0. Reading Test.
2	Reading comprehension problems due to limited content vocabulary.	Teach content area vocabulary in reading and content areas using Weekly Word Sort activities. Increase nonfiction books read during Accelerated Reading time.	Classroom teachers, and reading specialist.	Tops Report from AR, weekly vocabulary tests, unit tests and content area tests.	The 2013 FCAT 2.0 Reading Test.

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					
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:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A : The percent of students proficient in Reading, as measured by the 2012 FCAT 2.0 in grades 3-8, for the 2012 school year was 93%(39). The percent proficient will increase to 94%(39) as measured by the 2013 FCAT 2.0 Reading Test.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	93%	94%	94%	95%	95%	

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:	The Sanibel School White subgroup in grades 3-8 will improve its percentage of students scoring Achievement Level 3 or higher from 92%(197) on the 2012 FCAT 2.0 Reading Test to 95%(175)on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School percentage of White students in grades 3-8 scoring Achievement Level 3 or higher was 92%(197)on the 2012 FCAT 2.0 Reading test.	The Sanibel School percentage of white students in grades 3-8 scoring Achievement Level 3 or higher will be 95%(175) on the 2013 FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Opportunities for students to respond to nonfiction text.	Schedule time daily for students to respond in writing to complex text.	Third grade head teacher, Ann Franke, Reading Specialist, Wendy Wassman and Administration team.	AR Diagnostic reports handed in weekly for review, review of lesson plans and anaylze results of STAR tests quarterly.	STAR tests and the 2013 FCAT 2.0. Reading Test.

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The Sanibel School Students with Disablilites (SWD) in grades 3-8 will improve its percentage of students scoring Achievement Level 3 or higher from 50% (10) on the 2012 FCAT 2.0 Reading Test to 61%(10)on the 2013 FCAT 2.0 Reading Test. .
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School percentage of SWD students in grades 3-8 scoring Achievement Level 3 was 50%(10) on the 2012 FCAT 2.0 Reading Test.	The Sanibel School percentage of SWD students in grades 3-8 scoring Achievement Level 3 or higher will be 61% (10) on the 2013 FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time to teach using differentiated instruction for students with disabilties in the general education classroom.	30 minutes of Reading Round-Up daily, an SRA Intervention program for students in elementary school. Computer Programs such as SuccessMaker in Reading and Teen Biz a computerized intervention for Middle School Students. AR Reading Goals for all students to increase ATOS book levls and reading stamina.	Classroom reading teachers, Pam Yates, ESE teacher, Colleen Stoneman, Intensvie Reading Teacher, Barbara VonHarten, building prinicpal and Nancy McDole, AP, and Wendy Wassman, Reading Coach.	Child Study Team Meetings quarterly. MTSS meetings on students. IEP meetings Data collection weekly for AR and Teen Biz.	FCAT 2.0 Reading Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The Sanibel School Economically Disadvantaged (ED)students will improve its percentage of students scoring Achievement Level 3 or higher from 75%(32)on the 2012 FCAT 2.0 Reading Test to 87% (30) on the 2013 FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School percentage of Economically Disadvantaged students in grades 3-8 scoring Achievement Level 3 or above was 75%(32) on the 2012 FCAT 2.0 Reading Test.	The Sanibel School percentage of Economically Disadvantaged students in grades 3-8 scoring Achievement Level 3 or above will be 87% (30) on the 2013 FCAT 2.0 Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reading comprehension problems due to limited content vocabulary.	Teach content area vocabulary in reading and content areas. Weekly Word Sort activities. Increase nonfiction books	Classroom teachers, and reading specialist.	Tops Report from AR, weekly vocabulary tests, unit tests and content area tests.	STAR Test and FCAT 2.0

		read during Accelerated Reading time.			
2					

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
The focus for the school year 2012-2013 is the use of an "essential question" that teachers will require students to answer on paper. In the elementary grades the question will be written on the board daily, in middle school subject areas it will be a weekly objective and for Special area teachers the question will be required once a quarter.	All grade levels, and all subject areas are required to participate. .	The Core Leadership Team is comprised of the building principal, Barbara Von Harten, the Assistant Principal, Nancy McDole, the Reading Specialist,Wendy Wassman, 5th grade teacher and STEM Leader Mary Beth Clauss.	Depending on the Common Core topic, teachers are divided into areas by grade level or subject area PLC's.	All Core Meetings are held on Tuesdays after school from 2:30-3:30 p.m.	The Core Leadership Team meets weekly to follow-up and monitor progress. Monitoring is done through classroom walk-throughs, and teacher cross-grade level observations and sharing sessions.	The principal and the assistant principal will monitor results during classroom walkthroughs, and the reading specialist will be in charge of collecting and sharing the cross-grade level data forms.
Training in the use of Renaissance Learning materials, how to effectively use STAR test data, effective use of Accelerated Reader in the classroom, manage AR, and effectively use AR charts and reports.	All grade levels K-8 in reading.	Deb Allen, a national trainer for Renaissance Learning.	All Sanibel School reading teachers in grades K-8.	August 7, 2012 scheduled pre-school professional duty day for teachers.	All teachers received a notebook with charts and information for classroom follow-up using AR. All teachers are required to hand in a classroom diagnostic chart weekly, and the results are monitored by the school reading specialist.	Barbara Von Harten, building principal, Wendy Wassman, reading specialist.

Reading Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Daily reading practice in reading on instructional level for all students in grades K-5.	SuccessMaker Reading, a computer program.	Internal Accounts	$5,544.00
			Subtotal: $5,544.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Student test taking practice to prepare for on-line Common Core tests.	MacMillan Progress Reporter, 2nd year of 2 year adoption	Internal Accounts	$1,764.00
			Subtotal: $1,764.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Instruction in Reading and Language Arts.	Notebooks, Articles, District Resources.	Internal Accounts	$350.00
Breaking down the 49 good teaching practices in Doug Lamov's book, Teach Like a Champion and using them to increase student learning.	Book: Teach Like a Champion Field Guide: A Practical Resource to make the 49 Techniques Your Own. 30 books one for each classroom teacher.	Internal Accounts	$988.50
			Subtotal: $1,338.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,646.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

Problem-Solving Process to Increase Student Achievement

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

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

CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

Problem-Solving Process to Increase Student Achievement

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:

.	.

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Elementary School Mathematics Goal #

5A : In six years The Sanibel School will reduce its achievement gap by 50%. The percent of students proficient in Math, as measured by the FCAT 2.0 in grades 3-8, for the 2012 school year was 89%. The percent proficient will increase to:

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	83%	89%	90%	91%	92%	

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:

	The Sanibel School Hispanic Students in grades 3-8 will

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	improve its percentage of students scoring Achievement Level 3 or higher from 69% (10) on the 2012 FCAT 2.0 Math Test to 73% (11) on the 2013 FCAT 2.0 Math Test. The Sanibel School White Students will improve its percentage of students scoring Achievement Level 3 or higher in grades 3-8 from 85% (182) on the 2012 FCAT 2.0 Math Test to 91% (167) on the 2013 FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School percentage of Hispanic Students scoring Achievement Level 3 or higher in grades 3-8 was 69%(10) on the 2012 FCAT 2.0 Math Test. The Sanibel School percentage of White Students in grades 3-8 scoring Achievement Level 3 or higher was 85% (182) on the 2012 FCAT 2.0 Math Test.	The Sanibel School percentage of Hispanic Students in grades 3-8 scoring Achievement Level 3 or higher will be 73% (11) on the 2013 FCAT 2.0 Math Test. The Sanibel School percentage of White Students in grades 3-8 scoring Achievement Level 3 or higher will be 91% (167) on the 2013 FCAT Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student skills in the area of Geometry and Measurement. Lack of basic math skills, and problem sloving skills. Monitor student work on daily "Bell Ringers" (warm-ups), monitor FCAT Explorer results and	Activites will include real-world applications for geometry and measurement,computer programs, FCAT Explorer(Florida Achieves), SuccessMaker Math, Reteach and reinforce with more hands on math manipulatives.	Elementary classroom teachers,Diane Cortese, Middle School Math Teacher, ESOL Coordinator, Linda Reynolds and school administrators	SuccessMaker Math Data. Math Unit tests and teacher lesson plans.	CCE's and FCAT 2.0 Math Test.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making	

satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The Sanibel School sixth grade will improve its percentage of students scoring Achievement Level 3 or higher from 70% (26) on the 2012 FCAT 2.0 Math Test to 73%(28)on the 2013 FCAT 2.0 Mathematics Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School percentage of sixth grade students scoring Achievement Level 3 or higher was 70%(26) on the 2012 FCAT 2.0 Mathematics Test.	The Sanibel School percentage of sixth grade students scoring Achievement Level 3 or higher will be 73%(28) on the 2013 FCAT 2.0 Mathematics Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student skills in the area of Geometry and Measurement.	Activites will include real-world applications for geometry and measurement. Access FCAT Explorer (Florida Achieves) from November through April. Reteach and reinforce with more application, geometry and measurement lessons.	Diane Cortese, Middle School Math Teacher, and school administrators.	Monitor student work on daily "Bell Ringers" (warm-ups), monitor FCAT Explorer results and Math Unit Tests.	2013 FCAT 2.0 Mathematics Test.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Middle School Mathematics Goal # 5A : The percent of students proficient in Math in grades 3-8, as measured by the FCAT 2.0 for the 2012 school year was 83% (119). The percent proficient will increase to:			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	88%	89%	90%	91%	92%%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The Sanibel School Students with Disabilities (SWD) in grades 3-8 will improve its percentage of students scoring Achievement Level 3 or higherfrom 33% (7)on the 2012 FCAT 2.0 Math Test to 61% (10)on the 2013 FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School percentage of SWD students in grades 3-8 scoring Achievement Level 3 was 33%(7) on the 2012 FCAT 2.0 Math Test.	The Sanibel School percentage of SWD students in grades 3-8 scoring Achievement Level 3 will be 61% (10) on the 2013 FCAT 2.0 Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic math facts and problem solving skills.	Computer Programs such as SuccessMaker Math, Math in a Flash, small group instruction for middle school math students with intensvie math teacher.	Classroom Teachers, Pam Yates, ESE teacher and Paula Coombs, Intensive math teacher.	SuccessMaker Math computer program. Daily math problems and math probes.	FCAT 2.0 Math Test

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

E. Economically Disadvantaged students not making	The Sanibel School Economically Disadvantaged students

satisfactory progress in mathematics. Mathematics Goal E:	(ED) in grades 3-8 will improve its percentage of students scoring Achievement Level 3 or higher from 68% (29) as measured by the 2012 FCAT 2.0 Math Test to 87% (30) as measured by the 2013 FCAT 2.0 Math Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School Economically Disadvataged students in grades 3-8 scoring Achievement Level 3 or higher was 68% (29) as measured by the 2012 FCAT 2.0 Math Test.	The Sanibel School Economically Disadvantaged students in grades 3-8 scoring Achievement Level 3 or higher will be 87% (30) on the 2013 FCAT 2.0 Math Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of student skills in the area of Geometry and Measurement.	Activites will include real-world applications for geometry and measurement. Access FCAT Explorer (Florida Achieves) from November through April. Reteach and reinforce with more application, geometry and measurement lessons.	Elementary Classroom Teachers, Paula Coombs, Intensvie Math Teacher, Pam Yates, ESE teacher, Diane Cortese, Middle School Math Teacher, and school administrators.	Monitor SuccessMaker mMath data. Monitor student work on daily "Bell Ringers" (warm-ups), monitor FCAT Explorer results and Math Unit Tests.	2013 FCAT 2.0 Mathematics Test

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The Sanibel School eighth grade will maintain 93% (36) of students scoring at or above Achievement Level 4 on the 2013 FCAT 2.0 Algebra Test, which is the same percent as on the 2012 FCAT 2.0 Algebra Test.

2012 Current Level of Performance:	2013 Expected Level of Performance:
93% of The Sanibel School eighth grade students scored at or above Achievement Level 4 on the 2012 FCAT 2.0 Algebra Test.	93% of The Sanibel eighth grade students will score at or above Achievement Level 4 on the 2013 FCAT 2.0 Algebra Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All Sanibel 8th grade students earned an Achievement Level 3 or higher on the FCAT 2.0 Algebra Test in 2012. The anticipated barrier will be how to maintain the 93% Achievement Level 4 or higher for the 2012-2013 school year.	Continue to extend lessons in depth, and give students real world applications for algebra in order to increase understanding.	Diane Cortese, middle school algebra teacher, Barbara VonHarten,school principal, Nancy McDole, assistant principal.	Quizzes and tests throughout the year.	2013 FCAT 2.0 Algebra Test

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Two teacher leaders will attend a Collins Writing Workshop on increasing student comprehension of informational text, with an emphasis on mathematics, and will help train the staff on implementing the Common Core Standards in Math.	Grades 3-8	The Collins Writing Program for content area teachers will be presented by Joan Pokrant.	Diane Cortese, middle school math teacher, and Marybeth Clauss, 5th grade math and science teacher.	Date of conference: Nov. 2012	Follow-up will be conducted by conference participants Diane Cortese and Marybeth Clauss. They will share information received with the STEM PLC, during multiple Core Meetings.	Core Leadership Team
Learn the 8 standards for mathematical practice in connection with standards for mathematical content.	K-8	Marybeth Clauss, 5th grade math teacher and STEM chair, Diane Cortese, middle school math teacher	STEM PLC, K-5 math teachers, middle school math teacher.	Tuesdays during Common Core meetings from 2:30-3:30 throughout the year.	Follow-up will be conducted during classroom walk-thoughs by school administrators, and review of lessons by the Common Core Leadership Team.	Building Core Leadership Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implement Common Core State Standards for mathematics using seven strategies developed specifically for math teachers.	Four copies of "How Did You Get That?" A book used in the Collins Writing Program.	Title II funds	$120.00
			Subtotal: $120.00
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: $120.00

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:	The Sanibel School eighth grade will improve its percentage of students scoring Achievement Level 3 or higher from 66%(22) on the 2012 FCAT 2.0 Science Test to 69%(26) on the 2013 FCAT 2.0 Science Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The Sanibel School percentage of eighth grade students scoring Achievement Level 3 or higher was 66%(22) on the 2012 FCAT 2.0 Science Test.	The Sanibel School percentage of eighth grade students scoring Achievement Level 3 or higher will be 69%(26) on the 2013 FCAT 2.0 Science Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student engagement in problem solving.	Implement Comprehensive Instructional Strategies and Common Core standards within the science curriculum to enhance the higher level thinking skills of the students. Increase amount of analysis and reflection on test questions throughout the year to enable students to "stick with" a problem for an extended period of time.	Middle School Science Teacher, Dana Sanner and The Sanibel School Administrators.	Use of analysis and reflection questions on tests.	FCAT 2.0 8th grade science test.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	

Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	.
2012 Current Level of Performance:	2013 Expected Level of Performance:
.	.

Problem-Solving Process to Increase Student Achievement

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

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
This year the Sanibel School will work on questioning techniques in all subject areas including science, during our Common Core Meetings.	All grade levels K-8 in the science content area.	The Sanibel STEM PLC, and The Sanibel School Admin. Team.	The participants will be all K-8 teachers of science, STEM PLC and The Sanibel School Admin. Team.	Meetings will take place at least twice a quarter, during afterschoolCommon Core Meetings.	Teachers will observe each other and fill out a reflection sheet to monitor the progress of essentail questions once a quarter throughout the school year.	Barbara Von Harten, building principal and Wendy Wassman, reading specialist.

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
Provide multiple activites for teachers to use in the classroom to increase student knowledge and engagement in science.	Brain Pop and Brain Pop Jr. computer program for science.	School Improvement Funds	$2,095.00
			Subtotal: $2,095.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,095.00

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:	The Sanibel School will increase the percentage of fourth grade students scoring a 3.5 or higher from 78% (29) on the 2012 FCAT Writes! to 81%(37) on the 2013 FCAT Writes!
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% of The Sanibel School fourth grade students scored a 3.5 or higher on the 2012 FCAT Writes!	81% of the The Sanibel School fourth grade students will score a level 3.5 or higher on the 2013 FCAT Writes!

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 familiarity with Craft Plus as we are in the second year of The Craft Plus Writing curriculum. Changes in writing rubrics as we move to Common Core Standards.	Continue the school-wide responsibility for writing inspired by: Transforming our Teaching through Writing for Audience and Purpose Residency as a school-wide lesson study.	Barbara Von Harten, principal, Amy Holik, 5th grade language arts teacher, Kate Maietta, middle school language arts teacher, and Wendy Wassman, reading specialist.	Review lesson plans, Classroom Walk Through data and collect and analyze data from multiple writing opportunities in a variety of genres over the year.	Trait specific rubrics will be used to score students' writing against the state's new rubrics using the district baseline, mid-year and end of the year writing prompts, as well as the results of the 2013 FCAT Writes!
2	Buy-in from the teachers.	Allow teachers to pick their partners for completing observations of writing across the curriculum.	Barbara Von Harten	Professional development will include opportunties for teachers to provide feedback to their partners on how they are integrating writing throughout the curriculum	Each quarter teachers will observe a peer teacher integrating writing into other subject areas and complete a reflection sheet and provide feedback.

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
Continued study of the book, Transforming our Teaching through Writing for Audience and Purpose residency, by the faculty in a lesson study format	All grades K-8	Barbara Von Harten,Nancy McDole, Kate Maietta, Amy Holik and supported by Wendy Wassman.	School-wide	August-December of 2012, during the school Core meetings on Tuesdays.	Review lesson plans, Classroom Walk Through data, monthly meeting discussions,and Core Leadership discussions. Administrator and reading coach follow-ups during the semester.	Wendy Wassman and the Core Leadership Team.

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

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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						

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

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:	
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Suspension Budget:

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

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	The Sanibel School will hold a minimum of one parent workshop on The Common Core Standards during the 2012-2013 school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
There is no current data for The Common Core Workshop participation from the school year 2012. Last year's data did not pertain to a Parent Workshop.	We expect that 25% of the parents at the Sanibel School to participate in The Common Core Workshop presented during the school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Participation	Bi-Weekly articles on The Common Core Curriculum in the school newsletter. Updates on the Common Core presented during SAC meetings	Wendy Wassman, reading specialist.	Parent Surveys	Parent Survey Parent Sign-In sheets
2					

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

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:	The Sanibel School will hold a STEM FAIR in 2013 for parents and students that will include hands-on math, technology, and science activities.

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
	Participation by staff and Sanibel School parents and students.	Announcements for the STEM Night in the weekly school newsletter. STEM Night on school-wide calendar.	Dana Sanner, Middle School Math Teacher, The STEM PLC, and school administrators	Number of staff participating in STEM Night. Number of parents and students attending.	Sign-In Sheets on the day of the event. Parent and teacher survey to evaluate the event's success.

1		STEM activities shared on the school's morning TV a month before the event in April to create interest.			

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:

1. CTE CTE Goal #1:	The Sanibel School will offer an on-line class, "Technology for College and Careers", to students in the eighth grade during the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	On-line connections may not always be working.	Continual monitoring of technology equipment	Soo Christoff, Technology network Specialist.	Monitoring of student time on task and grades in the class.	Successful completion of the Technology for College and Careers course.
2					

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

The Sanibel School will decrease the number of founded bullying incidents in the school population from 6%(2) in 2011-2012 to 5%(1)in 2012-2013. 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. The Sanibel School will decrease the number of founded bullying incidents in the school population from 6%(2) in 2011-2012 to 5%(1)in 2012-2013. Goal The Sanibel School will decrease the number of founded bullying incidents in the school population from 6%(2) in 2011-2012 to 5%(1)in 2012-2013. Goal #1:	.The Sanibel School will decrease the number of founded bullying incidents in the school population from 6%(2) in 2011-2012 to 5%(1)in 2012-2013. Goal
2012 Current level:	2013 Expected level:
The Sanibel School number of founded bullying incidents in the school population for the school year 2011-2012 was 6% (2).	.The Sanibel School number of founded bullying incidents in the school population will be 5%(1)in the 2012-2013 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Reduction of incidents that were so minimal in 2011-2012.	Continued anti-bullying lessons for students in all grade levels.	School Counselor Linda Reynolds and Nancy McDole, School Assisstant Principal	Review of student discipline data throughout the year.	Student discipline summary reports indicating the number of founded bullying incidents for the school year 2012-2013.
2		Host a parent Bullying Awareness Program.	School Counselor Linda Reynolds and Assistant Principal Nancy McDole.	Review of student discipline data throughout the year.	Student discipline summary reports indicating the number of founded bullying incidents for the school year 2012-2013.

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

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

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

No Data Submitted

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 The Sanibel School will decrease the number of founded bullying incidents in the school population from 6%(2) in 2011-2012 to 5%(1) in 2012-2013. Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Daily reading practice in reading on instructional level for all students in grades K-5.	SuccessMaker Reading, a computer program.	Internal Accounts	$5,544.00
Mathematics	Implement Common Core State Standards for mathematics using seven strategies developed specifically for math teachers.	Four copies of "How Did You Get That?" A book used in the Collins Writing Program.	Title II funds	$120.00
				Subtotal: $5,664.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Student test taking practice to prepare for on-line Common Core tests.	MacMillan Progress Reporter, 2nd year of 2 year adoption	Internal Accounts	$1,764.00
Science	Provide multiple activites for teachers to use in the classroom to increase student knowledge and engagement in science.	Brain Pop and Brain Pop Jr. computer program for science.	School Improvement Funds	$2,095.00
				Subtotal: $3,859.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Instruction in Reading and Language Arts.	Notebooks, Articles, District Resources.	Internal Accounts	$350.00
Reading	Breaking down the 49 good teaching practices in Doug Lamov's book, Teach Like a Champion and using them to increase student learning.	Book: Teach Like a Champion Field Guide: A Practical Resource to make the 49 Techniques Your Own. 30 books one for each classroom teacher.	Internal Accounts	$988.50
				Subtotal: $1,338.50
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: $10,861.50

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/26/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☑ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
This year the funds will be used to purchase an annual subscription for the computer programs Brain Pop and Brain Pop Jr. to support of our science school improvement goal.	$2,095.00

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

The Sanibel School Advisory Council meets monthly to advise the principal on the preparation and evaluation of the School Improvement Plan and the annual budget. In addition, the council advises the principal on setting and evaluating school policies and procedures. The School Advisory Council also approves the use of school improvement funds and is instrumental in coordinating parental involvement within the school.

This School Improvement Plan was approve by The Sanibel School's School Advisory Council on August 22, 2012.

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

Lee School District THE SANIBEL SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	97%	95%	93%	86%	371	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	76%	79%			155	3 ways to make gains: ● 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?	86% (YES)	80% (YES)			166	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					692	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Lee School District THE SANIBEL SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	93%	91%	88%	365	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	69%	71%			140	3 ways to make gains: ● 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?	80% (YES)	74% (YES)			154	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					659	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested