

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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School Name: MI CANOPY AREA COOPERATIVE SCHOOL, INC.

District Name: Alachua

Principal: Anne Thomson

SAC Chair: Tami Dixon

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

| Position | Name | Degree(s)/ Certification(s) | # of Years at Current School | # of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year) |
|-----------|--------------|--|------------------------------|--------------------------------|---|
| Principal | Anne Thomson | Masters in Instruction and Curriculum/Elementary Education 1 - 6 | 12 | 4.5 | An "A" school eight of the past nine years; high performing charter school for the past two years |

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) |
|--------------|------|-----------------------------|------------------------------|--------------------------------------|---|
| | | | | | |

| | | | | | |
|----------------|------|------|--|--|------|
| Not Applicable | None | None | | | None |
|----------------|------|------|--|--|------|

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 | Regular meetings of new teachers and paraprofessionals with the principal | Director | On-going | |
| 2 | Partnering new teachers with veteran staff | Director | On-going | |
| 3 | Soliciting referrals from current employees, student families, school board personnel, and community members | Director | On-going | |

Non-Highly Effective Instructors

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

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

| | |
|--|---|
| Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective. | Provide the strategies that are being implemented to support the staff in becoming highly effective |
| Not Applicable | Not Applicable |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|--------------------------|
| 10 | 0.0%(0) | 10.0%(1) | 50.0%(5) | 40.0%(4) | 40.0%(4) | 100.0%(10) | 10.0%(1) | 10.0%(1) | 40.0%(4) |

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
|----------------|-----------------|-----------------------|------------------------------|
| Not Applicable | None | None | None |

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.

Services are provided by the Title I teacher tutor to ensure that students requiring additional remediation are assisted through small group programs during the day.

Title I, Part C- Migrant

Not Applicable

Title I, Part D

Not Applicable

Title II

Not Applicable

Title III

Not Applicable

Title X- Homeless

Not Applicable

Supplemental Academic Instruction (SAI)

Not Applicable

Violence Prevention Programs

MACS uses the "Steps to Respect" program to educate students on non-violent ways to deal with negative social interaction encountered during school. We have five teachers trained in Non-Violent Crisis Intervention.

Nutrition Programs

MACS offers free and reduced breakfast and lunch programs through the USDA.

Housing Programs

Not Applicable

Head Start

This specific program is not applicable; however, MACS offers free pre-school, known as VPK, through the Early Learning Coalition of Alachua County.

Adult Education

Not Applicable

Career and Technical Education

Not Applicable

Job Training

Not Applicable

Other

Not Applicable

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Director, the ESE consultant, the Title I lead teacher, and selected general education teachers work together to determine the most appropriate approach and interventions based on the individual needs of each student. The team may be supplemented by the Speech/Language Pathologist, school psychologist, or other teachers as needed.

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?

Some members meet daily, others meet at least once a week, and all members of the team communicate progress once a month. Since we are a small school, coordination of RtI efforts is much easier because we all see one another several times a day. Therefore, any problems can be discussed immediately.

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?

Team members engage in on-going professional development on successful RtI practices. The team meets to collaborate on what methods are working best with students in Tiers 1, 2, and 3. The current model provides for the transition of a student out of the RtI process when clear expectations have been met and also provides the framework for the referral of a student for psychological/educational testing if he/she does not reach the desired goal. The leadership team refers to the SIP at each meeting, looking at what is working and what needs to be changed.

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.

Progress Monitoring and Reporting Network (PMRN), Florida Assessment In Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), Harcourt "Trophies" pre, mid, and post tests in reading, Macmillan Math ConnectED pre, mid, and post tests in math, On Track Benchmark Assessments in math and science, Florida Comprehensive Assessment Test (FCAT) in reading, math, writing, and science, and, if necessary, the Diagnostic Assessment of Reading (DAR) will be used to summarize the data at each tier of RtI. We use the Steps to Respect curriculum for behavior.

Describe the plan to train staff on MTSS.

Staff will attend any RtI training offered by SBAC (School Board of Alachua County) during the 2012 - 2013 school year and will continue to have staff training monthly throughout the school year.

Describe the plan to support MTSS.

MTSS will be monitored and reviewed at scheduled meetings. Each RtI tier has identified interventions tied to specific skills required for mastery. Students moving from one tier to another will transition into the appropriate intervention. Student progress will be monitored by progress monitoring as well as classroom assessments.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The classroom teachers and paraprofessionals involved in group tutorials and the one-on-one programs as well as the Director will be on the Literacy Leadership Team.

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

The team meets once a month to develop additional strategies that correlates MACS reading and writing curriculum to the CCS at grades K - 1 and the NGSSS at grades 2 - 5. The team will also discuss the current strategies being used and decide whether or not to continue using them.

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

The major initiative will be a clear scope and sequence of the reading/writing curriculum that can be understood by the parents and provide the students with the knowledge they need to succeed in school.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Our school offers a free VPK (Voluntary Pre - Kindergarten) program as a choice to parents so that their children are provided an opportunity to prepare for a successful transition to kindergarten. Pre-school transition for our incoming kindergarten students is provided by a Meet the Teacher day/Kindergarten Orientation in the spring and another one during pre-planning week. This allows the parents and students to orient themselves to the kindergarten classroom and materials. This also gives the teacher an opportunity to discuss kindergarten expectations with the parents and for the parents to ask questions.

*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.

Not Applicable

*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?

Not Applicable

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?

Not Applicable

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](#)

Not Applicable

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: | To increase the percentage of students achieving proficiency (FCAT Level 3) in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36% (18) | 40% (24) |

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 | Length of available time to provide extra help to students who may need it. | The school will offer after school tutoring. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students who are not making sufficient gains | FAIR; weekly reading tests. |
| 2 | Lack of critical thinking skills | Use of higher order questions by teachers | Director | Lesson plans will be reviewed by the director during consultation meetings with teacher | Consultation log Walk throughs by the director |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable | Not Applicable |

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: | To increase the percentage of students achieving above level proficiency (FCAT Levels 4 and 5) in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 40% (20) | 52% (29) |

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 | Length of available time to provide enrichment to students who may need it. | Paraprofessionals will work with small groups. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | FAIR; weekly reading tests. |
| 2 | Lack of time to enhance critical thinking skills. | Use of higher order questions by teacher. | Director | Lesson plans will be reviewed by director during consultation meetings. | Consultation log Walk throughs by the director |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable | Not Applicable |

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: | To increase the percentage of students making learning gains in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 57% (17) | 60% (20) |

| 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 | Length of available time to provide extra help to students who may need it. | The school will offer after school tutoring. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | FAIR; weekly reading tests. |
| 2 | Lack of critical thinking skills. | Use of higher order questions by teachers. | Director | Lesson plans will be reviewed during consultation meetings. | Consultation log Walk throughs by the director |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable | Not Applicable |

| 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: | To increase the percentage of students in the lowest 25% making gains in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 43% (3) | 100% (8) |

| 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 |
| | Length of available time to provide remedial | The school will offer after school tutoring. | Director Title I Lead | Review data to see how the students are | FAIR; weekly reading tests. |

| | | | | | |
|---|------------------------------------|--|--------------------|--|---|
| 1 | instruction to struggling readers. | Title I teacher tutor will work with the bottom 25% in small pullout groups. | Teacher | progressing and identify students that are not making sufficient academic gains. | |
| 2 | Lack of sufficient reading skills. | Paraprofessionals will use intervention programs to enhance reading skills. | Classroom teacher. | Review intervention program data. | Intervention program log. Progress monitoring data. |

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 # The achievement gap will be reduced every year. | | | | |
| 5A : | | | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 75% | 75% | 78% | 80% | 83% | |

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: | To increase current level of reading proficiency, which is a level 3 or higher. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 76% (42) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A | White: 80% (46) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|--|
| 1 | Length of available time to provide remedial instruction to struggling readers. | The school will offer after school tutoring. Title I teacher tutor will work with the students not making AYP in a small pullout group. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | FAIR; weekly reading tests. |
| 2 | Lack of sufficient reading skills. | Paraprofessionals will use intervention programs to enhance reading skills. | Classroom teacher | Review intervention program data. | Intervention program log. Progress monitoring log. |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 0% (0) | 0% (0) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---------------------|----------------|---|---|-----------------|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Not Applicable | Not Applicable | Not Applicable | Not Applicable | Not Applicable |

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: | To increase the percentage of students with disabilities making AYP in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 33% (1) | 75% (3) |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|--|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Length of available time to provide remedial instruction to struggling readers. | The school will offer after school tutoring. Title I teacher tutor will work with SWD in a small pullout group. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | FAIR; weekly reading tests. |
| 2 | Lack of sufficient reading skills. | Paraprofessionals will use intervention programs to enhance reading skills. | Classroom teacher | Review of intervention program data. | Intervention program log. Progress monitoring data. |

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

| | |
|---|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: | To increase the percentage of the economically disadvantaged students making AYP in reading. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 22% (7) | 67% (6) |

| 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 | Length of available time to provide remedial instruction to struggling readers. | The school will offer after school tutoring. Title I teacher tutor will work the economically disadvantaged in a small | Director Title I Lead teacher | Review data to see how students are progressing and identify students that are not making sufficient academic | FAIR; weekly reading tests. |

| | | | | | |
|---|-------------------------------------|---|--------------------|--------------------------------------|---|
| | | pullout group. | | gains. | |
| 2 | Lack of sufficient readings skills. | Paraprofessionals will use intervention programs to enhance reading skills. | Classroom teacher. | Review of intervention program data. | Intervention program log. Progress monitoring data. |

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

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

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

Reading Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---|---------------------------------|----------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Social Studies Weekly | Weekly social studies newspaper | FTE | \$285.43 |
| Phonics Literacy Centers | Phonics remediation | Title I | \$79.95 |
| Nonfiction Comprehension Cards | Nonfiction comprehension | Title I | \$29.95 |
| Paired Passages Linking Fact to Fiction | Comprehension | FTE | \$17.49 |
| Harcourt Reading Workbooks | Reading comprehension | FTE | \$116.96 |
| Time for Children | Weekly news magazine | FTE | \$162.60 |
| Phonics Word boards | Phonics remediation | Title I | \$99.50 |
| | | | Subtotal: \$791.88 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Accelerated Reader | Reading resource | FTE | \$2,410.50 |
| Response System for Smartboard | Clickers | Title I | \$1,299.00 |
| Ticket to Read | Reading resource | FTE | \$900.00 |
| | | | Subtotal: \$4,609.50 |
| 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 |
| Title I Teacher Tutor | Small group instruction | Title I | \$15,207.50 |
| Listening Centers Equipment | Listening instruction | FTE | \$362.55 |
| | | | Subtotal: \$15,570.05 |
| Grand Total: \$20,971.43 | | | |

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:

Not Applicable

2012 Current Percent of Students Proficient in listening/speaking:

Not Applicable

Problem-Solving Process to Increase Student Achievement

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

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

2. Students scoring proficient in reading.

CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement

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

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

| | |
|--|---|
| 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a: | To increase the percentage of students achieving proficiency (FCAT Level 3) in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 32% (16) | 35% (21) |

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 critical thinking skills | Use of higher order questions by teachers | Director | Lesson plans will be reviewed by the director during consultation meetings with teacher | Consultation log Walk throughs by the director |
| 2 | Length of available time to provide extra help to students who may need it. | The school will provide after school tutoring. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; Macmillan ConnectED unit and chapter tests. |
| 3 | Lack of problem solving skills. | Use of problem solving steps daily by teacher. | Director | Lesson plans will be reviewed by director during consultation meetings. | Consultation log. Walk throughs by the director |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable | Not Applicable |

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: | To increase the percentage of students achieving above level proficiency (FCAT Levels 4 and 5) in mathematics. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50% (26) | 55% (32) |

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 | Length of available time to provide enrichment to students who may need it. | Paraprofessional will work with small group. | Director Title I Lead Teacher Classroom teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; Macmillan ConnectED unit and chapter tests. |
| 2 | Lack of time to enhance problem solving skills. | Paraprofessional will work with small group. | Director Title I Lead Teacher Classroom teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; Macmillan ConnectED unit and chapter tests. |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable | Not Applicable |

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: | To increase the percentage of students making learning gains in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |

| 70% (21) | | | 75% (24) | | |
|---|---|--|---|--|---|
| 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 | Length of available time to provide extra help to students who may need it. | The school will offer after school tutoring. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; Macmillan ConnectED unit and chapter tests. |
| 2 | Lack of problem solving skills. | Use of problem solving steps daily by teacher. | Director | Lesson plans will be reviewed by director during consultation meetings. | Consultation log. Walk throughs by the director. |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable | Not Applicable |

| 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: | To increase the percentage of students in the lowest 25% making learning gains in math. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 50% (3) | 75% (5) |

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

| | | | Monitoring | Strategy | |
|---|---|---|-------------------------------------|--|--|
| 1 | Length of available time to provide extra help to students who may need it. | The school will offer after school tutoring. Title I teacher tutor will work with the bottom 25% in small pullout groups. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; Macmillan ConnectED unit and chapter tests. |
| 2 | Lack of problem solving skills. | Paraprofessionals will use Macmillan Triumphs (intervention program) to help the students with problem solving skills. Problem solving skills will be reviewed daily. | Classroom teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | Mini assessments |

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 # The achievement gap will be reduced every year. | | | | |
| Baseline data 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| | 85% | 83% | 85% | 87% | 88% | |

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: | To increase the percentage of student subgroups making satisfactory progress in mathematics |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 83% (35) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A | White: 94% (30) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A |

Problem-Solving Process to Increase Student Achievement

| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
|---|---|---|---|--|--|
| 1 | Lack of available time to provide remedial instruction to struggling math students. | The school will offer after school tutoring. Title I teacher tutor will work with students not making sufficient academic gains. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; Macmillan ConnectED unit and chapter tests. |
| 2 | Lack of sufficient problem solving skills. | Paraprofessionals will use Macmillan Triumphs (intervention program) to help students with problem solving skills. Problem solving skills will be reviewed daily. | Classroom teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | Mini assessments |

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

| | |
|--|--|
| 5C. English Language Learners (ELL) not making | |
|--|--|

| satisfactory progress in mathematics. Mathematics Goal #5C: | | Not Applicable | | | |
|--|---------------------|-------------------------------------|---|---|-----------------|
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 0% (0) | | 0% (0) | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Not Applicable | Not Applicable | Not Applicable | Not Applicable | Not Applicable |

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: | | To increase current level of students with disabilities making progress in mathematics | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 0% (3) | | 100% (3) | | | |

| Problem-Solving Process to Increase Student Achievement | | | | | |
|---|---|---|---|--|--|
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Lack of available time to provide remedial instruction to struggling math students. | The school will offer after school tutoring. Title I teacher tutor will work with SWD in a small group. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; Macmillan ConnectED unit and chapter tests. |
| 2 | Lack of sufficient problem solving skills. | Paraprofessionals will use Macmillan Triumphs (intervention program) to help the students with problem solving skills. Problem solving skills will be reviewed daily. | Classroom teacher | Review data to see how the students are progressing and identify students that are not making sufficient gains. | Mini assessments |

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

| | | | | | |
|--|--|---|--|--|--|
| E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E: | | To increase/maintain the percentage of the economically disadvantaged students making satisfactory progress in mathematics. | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 87% (28) | | 90% (30) | | | |

| 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 available time to provide remedial instruction to struggling math students. | The school will offer after school tutoring. Title I teacher tutor will work with the economically disadvantaged in a small pullout group. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; Macmillan ConnectED unit and chapter tests. |
| 2 | Lack of sufficient problem solving skills. | Paraprofessionals will use Macmillan Triumphs (intervention program) to help the students with problem solving skills. Problem solving skills will be reviewed daily. | Classroom teachers | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | Mini assessments |

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|------------------------------------|----------------|-----------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Beat the Clock! Math practice boards | Math remediation | Title 1 | \$129.00 |
| | | | Subtotal: \$129.00 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Response System for Smartboard | Clickers | Title I | \$1,299.00 |
| IXL | Web based math remediation program | FTE | \$850.00 |
| | | | Subtotal: \$2,149.00 |
| 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 |
| Title I Lead Teacher | Small group instruction | Title I | \$15,207.50 |
| | | | Subtotal: \$15,207.50 |

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: | | To increase the percentage of students achieving proficiency (FCAT Level 3) in science. | | | |
| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | | |
| 40% (6) | | | 50% (8) | | |
| 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 | Access to educational materials that broaden a student's science background. | Increase computer time at school for science research. Teacher will increase use of themed resources. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; chapter and unit tests. |

| | | | | | |
|--|---------------------|----------------|---|---|-----------------|
| 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: | | Not Applicable | | | |
| 2012 Current Level of Performance: | | | 2013 Expected Level of Performance: | | |
| Not Applicable | | | Not Applicable | | |
| 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: | To increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) in science. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 36% (5) | 37% (6) |

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 | Access to educational materials that broaden and enhance a student's science background. | Increase computer time at school for science research. Teacher will increase use of themed resources. | Director Title I Lead Teacher | Review data to see how students are progressing and identify students that are not making sufficient academic gains. | OnTrack testing; chapter and unit tests |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable | Not Applicable |

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

Science Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|-------------------------------|----------------|-------------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Weekly Reader with Science Spin | Non fiction reading | FTE | \$278.78 |
| | | | Subtotal: \$278.78 |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Discovery Education | Supplemental science resource | Title I | \$1,345.00 |
| | | | Subtotal: \$1,345.00 |
| 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: \$1,623.78 |

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. | | To increase the percentage of students achieving proficiency (FCAT Level 3 or higher) in writing. | | | |
| Writing Goal #1a: | | | | | |
| 2012 Current Level of Performance: | | 2013 Expected Level of Performance: | | | |
| 78% (14) | | 100% (18) | | | |
| 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 adequate writing skills. | Paraprofessional will work with small group. | Classroom Teacher | Review data to see how students are progressing and identify students that are not making progress. | Weekly writing assignments. |
| 2 | Lack of time to develop adequate writing skills. | After school tutoring | Classroom Teacher | Review data to see how students are progressing and identify students that are not | Weekly writing assignments |

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: | Not Applicable |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| Not Applicable | Not Applicable |

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

| Evidence-based Program(s)/Material(s) | | | |
|---------------------------------------|--------------------------|----------------|-------------------|
| Strategy | Description of Resources | Funding Source | Available Amount |
| Kathy Robinson's Just Conventions | Teaching resources | FTE | \$36.99 |
| Daily Sentence Editing | Language instruction | FTE | \$27.49 |
| | | | Subtotal: \$64.48 |
| 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: \$64.48 |

End of Writing Goals

Attendance Goal(s)

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

| | | | | | |
|---|---|--|---|---|--|
| Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | | | |
| 1. Attendance Attendance Goal #1: | To lower the absenteeism and tardy rate | | | | |
| 2012 Current Attendance Rate: | 2013 Expected Attendance Rate: | | | | |
| 91% (110) | 92% (113) | | | | |
| 2012 Current Number of Students with Excessive Absences (10 or more) | 2013 Expected Number of Students with Excessive Absences (10 or more) | | | | |
| 11 | 10 | | | | |
| 2012 Current Number of Students with Excessive Tardies (10 or more) | 2013 Expected Number of Students with Excessive Tardies (10 or more) | | | | |
| 11 | 8 | | | | |
| 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 | Economic situation of the family eg. car problems, lack of affordable health care, etc. | FluMist program on site, health screenings (hearing and sight) on site, and health programs in classrooms. | Director Classroom teachers. | Review attendance/tardy data | Infinite Campus attendance/tardy daily roster. |

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: | Not Applicable |
| 2012 Total Number of In-School Suspensions | 2013 Expected Number of In-School Suspensions |
| 0 | 0 |
| 2012 Total Number of Students Suspended In-School | 2013 Expected Number of Students Suspended In-School |
| 0 | 0 |
| 2012 Number of Out-of-School Suspensions | 2013 Expected Number of Out-of-School Suspensions |

| | | | | | |
|---|--|----------------|---|---|-----------------|
| 0 | 0 | | | | |
| 2012 Total Number of Students Suspended Out-of-School | 2013 Expected Number of Students Suspended Out-of-School | | | | |
| 0 | 0 | | | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Not Applicable | Not Applicable | Not Applicable | Not Applicable | Not Applicable |

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 |

Parent Involvement Goal(s)

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

| | | | | | |
|--|---|--|---|---|---|
| Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement: | | | | | |
| 1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i> | | To increase parent involvement | | | |
| 2012 Current Level of Parent Involvement: | | | 2013 Expected Level of Parent Involvement: | | |
| 25% (30) | | | 40% (40) | | |
| Problem-Solving Process to Increase Student Achievement | | | | | |
| | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| 1 | Parents unable to attend workshops or meetings due to scheduling conflicts. | Hold meetings at various times to accommodate the variety of parent schedules. | Title I Lead Teacher Director | Review attendance of parents at meetings and workshops. | Evaluation forms for meeting and workshops. |

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/101 Ways to Create Real Family Engagement by Steven Constantino | K - 5 | Director Title I Lead Teacher | Classroom teachers, Director, and Title I Lead Teacher | Second Wednesday of each month from September, 2012 - May 2013 | Monitor volunteer sign up book to determine if volunteering is increasing. Monitor attendance at Title I Parent Involvement Workshops | Director Title I Lead Teacher |
| Four (4) Modules of Parent Involvement | K - 5 | Title I Lead Teacher | Classroom teachers, classroom aides, Director, special teachers, and Title I Lead Teacher | September, 2012 - May 2013 | Will meet with PTO president/Title I Lead Teacher to see if parent involvement is increasing | Director Title I Lead Teacher |

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 |
| Book Study - 101 Ways to Create Real Family Engagement by Steven Constantino | Book | FTE | \$182.55 |
| | | | Subtotal: \$182.55 |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Workshops | Workshop supplies/Childcare | Title I | \$1,072.00 |
| School T-Shirts | T-Shirts | FTE | \$803.00 |
| Student Planners | Planners | FTE | \$521.20 |
| | | | Subtotal: \$2,396.20 |
| | | | Grand Total: \$2,578.75 |

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: | | Not Applicable | | |
| Problem-Solving Process to Increase Student Achievement | | | | |
| Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool |
| No Data Submitted | | | | |

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

| Evidence-based Program(s)/Material(s) | | | | |
|---------------------------------------|--|------------------------------------|----------------|--------------------------|
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Social Studies Weekly | Weekly social studies newspaper | FTE | \$285.43 |
| Reading | Phonics Literacy Centers | Phonics remediation | Title I | \$79.95 |
| Reading | Nonfiction Comprehension Cards | Nonfiction comprehension | Title I | \$29.95 |
| Reading | Paired Passages Linking Fact to Fiction | Comprehension | FTE | \$17.49 |
| Reading | Harcourt Reading Workbooks | Reading comprehension | FTE | \$116.96 |
| Reading | Time for Children | Weekly news magazine | FTE | \$162.60 |
| Reading | Phonics Word boards | Phonics remediation | Title I | \$99.50 |
| Mathematics | Beat the Clock! Math practice boards | Math remediation | Title 1 | \$129.00 |
| Science | Weekly Reader with Science Spin | Non fiction reading | FTE | \$278.78 |
| Writing | Kathy Robinson's Just Conventions | Teaching resources | FTE | \$36.99 |
| Writing | Daily Sentence Editing | Language instruction | FTE | \$27.49 |
| | | | | Subtotal: \$1,264.14 |
| Technology | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Accelerated Reader | Reading resource | FTE | \$2,410.50 |
| Reading | Response System for Smartboard | Clickers | Title I | \$1,299.00 |
| Reading | Ticket to Read | Reading resource | FTE | \$900.00 |
| Mathematics | Response System for Smartboard | Clickers | Title I | \$1,299.00 |
| Mathematics | IXL | Web based math remediation program | FTE | \$850.00 |
| Science | Discovery Education | Supplemental science resource | Title I | \$1,345.00 |
| | | | | Subtotal: \$8,103.50 |
| Professional Development | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Parent Involvement | Book Study - 101 Ways to Create Real Family Engagement by Steven Constantino | Book | FTE | \$182.55 |
| | | | | Subtotal: \$182.55 |
| Other | | | | |
| Goal | Strategy | Description of Resources | Funding Source | Available Amount |
| Reading | Title I Teacher Tutor | Small group instruction | Title I | \$15,207.50 |
| Reading | Listening Centers Equipment | Listening instruction | FTE | \$362.55 |
| Mathematics | Title I Lead Teacher | Small group instruction | Title I | \$15,207.50 |
| Parent Involvement | Parent Workshops | Workshop supplies/Childcare | Title I | \$1,072.00 |
| Parent Involvement | School T-Shirts | T-Shirts | FTE | \$803.00 |
| Parent Involvement | Student Planners | Planners | FTE | \$521.20 |
| | | | | Subtotal: \$33,173.75 |
| | | | | Grand Total: \$42,723.94 |

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 10/11/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

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

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

SAC will conduct the annual school climate survey, conduct the Board of Directors elections, and approve the School Improvement Plan.

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

| Alachua School District MI CANOPY AREA COOPERATIVE SCHOOL, INC. 2010-2011 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 86% | 93% | 92% | 82% | 353 | 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% | 82% | | | 158 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 76% (YES) | 82% (YES) | | | 158 | 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 | | | | | 669 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |

| Alachua School District MI CANOPY AREA COOPERATIVE SCHOOL, INC. 2009-2010 | | | | | | |
|---|-----------|-----------|---------|---------|---------------------|---|
| | Reading | Math | Writing | Science | Grade Points Earned | |
| % Meeting High Standards (FCAT Level 3 and Above) | 80% | 84% | 93% | 56% | 313 | 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 | 74% | 82% | | | 156 | 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 |
| Adequate Progress of Lowest 25% in the School? | 74% (YES) | 82% (YES) | | | 156 | 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 | | | | | 625 | |
| Percent Tested = 100% | | | | | | Percent of eligible students tested |
| School Grade* | | | | | A | Grade based on total points, adequate progress, and % of students tested |