

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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325 West Gaines Street  
Tallahassee, Florida 32399

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Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: ADVANTAGE ACAD MATH AND SCIENCE SUMMERVILLE

District Name: Dade

Principal: Ms. Breezy Leza

SAC Chair: Ms. Estelle Strader

Superintendent: Mr. Alberto M. Carvallo

Date of School Board Approval: Pending

Last Modified on: 10/25/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Breezy Leza	Elem. Ed. Bachelors Masters in Reading Specialist Ed. Leadership	1	4	12 11 10 09 08 School Grades A A A A A AYP N N Y N N High Stds Reading 79 79 76 70 67 High Stds in Math 77 77 72 66 64 Lrng Gains Read 69 69 73 68 67 Lrng Gains Math 71 71 66 69 69 Gains R 25 68 68 67 71 61 Gains M 25 64 64 63 73 73

### 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)
Math Coach	Teresita Nieves	Bachelor of Music Performance Masters in Science in Curriculum and Instruction in Mathematics Education Certification: Middle School Mathematics (5-9)	2	2	12 11 10 09 08 School Grades A A A A A AYP N N N N N High Stds Reading 79 79 76 70 67 High Stds in Math 77 77 72 66 64 Lrng Gains Read 69 69 73 68 67 Lrng Gains Math 71 71 66 69 69 Gains R 25 68 68 67 71 61 Gains M 25 64 64 63 73 73
Reading Coach	Pamela Picasso Alarcon	Bachelor in Science in Political Science Master in Science in Reading Education  Certification Elementary Education K-6 ESOL K-12 Reading K-12	1	1	12 11 10 09 08 School Grades A A A A A AYP N N N N N High Stds Reading 79 79 76 70 67 High Stds in Math 77 77 72 66 64 Lrng Gains Read 69 69 73 68 67 Lrng Gains Math 71 71 66 69 69 Gains R 25 68 68 67 71 61 Gains M 25 64 64 63 73 73

### EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Provide salaries commensurate with district pay scale.	Governing Board	August 2012	
2	2. Employer will pay 90% of employee health costs.	Governing Board	August 2012	
3	3. Ads are placed in local newspaper and applicants are screened prior to making an appointment for an interview. Applicants are interviewed by appropriate personnel including the Director, the Principal, the Assistant Principal, the ESE Specialist, the ESOL Director and the Reading Coach, where applicable	Principal	Ongoing as needed	
4	4. Soliciting referrals from current employees	Principal	N/A	
5	5. Working with local universities to provide opportunities for internships and service learning hours	Principal	Beginning 08/12 and on-going	

### Non-Highly Effective Instructors

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

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

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

### Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
6	16.7%(1)	83.3%(5)	0.0%(0)	0.0%(0)	0.0%(0)	100.0%(6)	0.0%(0)	0.0%(0)	100.0%(6)

### 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
Alianny Cobas	Kristina Ramirez	Ms. Ramirez is an experienced Kindergarten teacher and the grade level Lead Teacher.	Lesson planning and data driven curriculum planning and instruction. Modeling of instruction.

### ADDITIONAL REQUIREMENTS

#### Coordination and Integration

**Note: For Title I schools only**

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

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based MTSS Leadership Team.

Principal, Reading Coach, Math Coach, Assistant Principals, Guidance Counselor, Dean of Students, Science Lead Teacher, Language Arts Department Head and the ESE Program Specialist.

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - How will we determine if the students have learned? (common assessments)
  - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through frequent data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment/PMRN
- Interim and Baseline assessments
- EDUSOFT Managed data
- CELLA assessments
- In-house Reading, Writing, Math and Science assessments
- FCAT scores
- Student grades

Behavior

- Student Case Management System
- In-house behavior database using our school-wide discipline plan
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Team climate surveys
- Attendance
- Referrals to special education programs

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators in the RtI problem solving, data analysis process;
2. Providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns.

Describe the plan to support MTSS.

Frequent needs assessments will take place so as to support any areas with needed professional development. A focus on the FCIM will allow the MTSS to implement plans of action, evaluate their effectiveness, and make any necessary changes and adjustments.

## Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Breezy Leza (Principal), Leila Ibanez (ESE Program Specialist), Pamela Picasso-Alarcon (Reading Coach)

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

Our LLT meets during the summer to develop the reading pacing guide, thematic calendar and novels read per grade level. Throughout the year, our LLT meets to discuss student progress as evident by weekly school-wide assessments. The LLT analyzes the data, assists in changing curriculum to meet the needs of the students, and identifies students for remediation. Intervention is given to students whose scores indicate a need for remediation. Students who are in the bottom 25%, have significantly low FAIR scores, have been retained and/or demonstrate weakness in mastering grade level material are provided with intensive remediation and monitored on a monthly basis through assessments and progress monitoring.

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

School wide the students will be using Ticket to Read, FCAT Explorer, KidBiz, Reading Plus to improve fluency and reading comprehension. School will provide incentives to students who reach predetermined individual goals.

## 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.

### \*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 results of the 2011-2012 SESAT Reading Test indicate that 94% of the students achieved Level 5 or higher. Our goal for 2012-2013 school year is to increase the number of Level 5 or higher by 2 percentage point to 96%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
94%(72)	96% (74)

#### 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	An anticipated barrier is students' lack of exposure to English language vocabulary.	<p>During pre-reading activities, students will utilize concept maps and word walls to help build their knowledge of word meanings and their relationships.</p> <p>During Reading instruction students will participate in a variety of vocabulary and decoding development activities that would enhance their word knowledge through the use of close reads. Students will investigate vocabulary through exploration activities such as a closer look working closely with other meanings of words.</p> <p>Implement Reading Racer daily data driven decoding and fluency checks.</p>	Literacy leadership team Rtl Leadership Team	Administration will review results of fluency check and adjust instruction accordingly.	<p>Formative: In-House Baseline &amp; Interim Assessments Mini Assessments Student Portfolio</p> <p>Summative: 2013 SESAT</p>

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:	The results of the 2011-2012 SESAT Reading Test indicate that 41% of the students achieved Levels 8 & 9 or higher. Our goal for 2013 school year is to increase the number of Level 8 & 9 by 1 percentage point to 42%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (32)	42% (33)

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	An anticipated barrier is students' inability to interpret figurative language text.	During Reading instruction students will participate in a variety of vocabulary and context clue interpretation activities to understand and expose students to Exemplar texts and novels to identify and analyze figurative language.	Literacy leadership team	(FCIM) Administration will review data and address student needs and group development from comprehension assessment and benchmark specific assessments.	Formative: Baseline and Interim Assessments Mini Assessments Student Portfolio  Summative: 2013 SESAT

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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:	N/A
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	
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:

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:	
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:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	
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
Common Core Training	K	Reading Coach	Reading and Language Arts Teachers	August 14, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Principal
Reading Racers	K	Reading Coach	Reading and Language Arts Teachers	August 16, 2012	Informal Classroom Observations Lesson Plans	Reading Coach Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-based Budget	\$200.00
Implementation of vocabulary development lessons	Reading Racers	School-based Budget	\$100.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of Mimio Board lesson	Mimio Board Lessons	School-Based Budget	\$100.00
			Subtotal: \$100.00
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: \$400.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:	Our goal is to increase the percent of English Language Learners who are proficient in Oral Skills (listening and speaking) on CELLA by 3% in the 2012-2013 school year.

2012 Current Percent of Students Proficient in listening/speaking:

26% (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	ELL students lack vocabulary to gain comprehension from listening.	This intervention will teach strategies that help students determine meanings of words by using context clues, repetition, and role play.	Literacy Leadership Team	Administrators will review results of ongoing monthly classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning and adjust instruction accordingly. (FCIM)	Summative: CELLA 2013

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:

Our goal is to increase the percentage of English Language Learners who are proficient in Reading on CELLA by 3% in the 2012-2013 school year.

2012 Current Percent of Students Proficient in reading:

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	ELL students lack vocabulary and the ability to use context clues, base words, and affixes, antonyms, synonyms, homographs, and homophones to determine the meanings of words.	English Language Learners will also receive in school reading intervention. This intervention will teach reading strategies that help students determine meanings of words by using context clues, cooperative learning, and interactive word walls.	Literacy Leadership Team	Administrators will review results of ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning and adjust instruction accordingly. (FCIM)	CELLA 2013

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

3. Students scoring proficient in writing.

Our goal is to increase the percentage of English

CELLA Goal #3: Language Learners who are proficient in Writing on CELLA by 3% in the 2012-2013 school year.

2012 Current Percent of Students Proficient in writing:

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	ELL students lack grammar and convention skills to write in simple complete sentences and paragraphs.	English Language Learners will also receive in school writing intervention. This intervention will teach grade level specific grammar and convention skills that will help students write following proper writing conventions. Students will create personal journals.	Literacy Leadership Team	Administrators will review results of ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning and adjust instruction accordingly. (FCIM)	Formative: Baseline and Interim Assessments  Student work samples using rubrics, mini assessments and teacher observations  CELLA 2013

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of vocabulary development lessons	ELL Vocabulary Cards	School based budget	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of FCRR center activities	Paper and lamination	School based budget	\$150.00
			Subtotal: \$150.00
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: \$250.00

# 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:	The results of the 2011-2012 SESAT Math Test indicate that 71 % of the students achieved Levels 5 or higher. Our goal for 2012-2013 school year is to increase the number of Level 5 or higher by 1 percentage point to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(55)	72%(56)

### 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 diagnostic assessment students demonstrate a weakness in addition.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction fact. The focus will be more on teaching the Mathematical Concept and assessing both students Math fluency and application.	Rtl Leadership Team	Administrators will review results of ongoing monthly review of formative assessments to ensure that the students are showing progress and adjust teaching as necessary. Conduct grade level and department meetings to gather information and feedback from the instructional staff and adjust instruction as necessary. (FCIM)	Formative: Baseline and Interim Assessments Bi-weekly assessments Summative: 2013 SESAT

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:	The Result of the 2011-2012 SESAT Math Test indicate that 3% of the students achieved Levels 8 & 9 or higher. Our goal for 2012-2013 school year is to increase the number of Level 8 & 9 three percentage points to 6%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
3% (3)	6% (5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the diagnostic assessment students demonstrate a weakness in addition subtraction relationships.	Provide the instructional support needed for students to develop quick recall of addition facts and related subtraction facts, and basic Algebraic Thinking. The focus will be more on teaching the Mathematical Concept and assessing both students Math fluency and application.	Rtl Leadership Team	Administrators will review results of ongoing review of formative assessments to ensure that the students are showing progress and adjust teaching as necessary. Conduct grade level and department meetings to gather information and feedback from the instructional staff and adjust instruction as necessary. (FCIM)	Formative: Baseline and Interim Assessments  Bi-weekly assessments  Summative: 2013 SESAT

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:	
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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.	N/A
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Mathematics Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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 : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.				
Mathematics Goal #5B:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
<input type="text"/>		<input type="text"/>		
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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.				
Mathematics Goal #5C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
<input type="text"/>		<input type="text"/>		
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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	
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:	
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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
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 : <input style="width: 100%; height: 40px;" type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>	<input style="width: 100%; height: 20px;" type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	
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:

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:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	
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Mathematics Goal #5E:				
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 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
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 Algebra.				
Algebra 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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.  Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.  Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
<input type="text"/>	<input type="text"/>

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:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.  Algebra Goal #3D:	
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:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.  Algebra Goal #3E:	
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				

## 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				

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:



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:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.  Geometry Goal #3E:	
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
Effective Implementation of Math Manipulatives	K	Math Coach	All Math Teachers K	August 15, 2012 September 26, 2012	Lesson Plans and Observations	Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Scoring High	Scoring High (K-2) for SESAT	ESAC	\$275.00
			Subtotal: \$275.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of virtual math manipulatives	LCD projectors	ESAC	\$100.00
			Subtotal: \$100.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Grand Total: \$375.00</b>			

*End of Mathematics Goals*

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.O: Students scoring at Achievement Level 3 in science.  Science Goal # 1a:		AAMS has expanded the number of Kindergarten students. Based on an in-house Science Assessment 20% students demonstrated proficiency			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
20% (16)		21%(17)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the in-house Science Assessment was being able state a hypothesis.	Students will be engaged in activities specifically to identify how to determine a hypothesis.	Leadership team	Administrators will review results of ongoing quarterly formative assessments to ensure students are making adequate progress and adjust teaching as required as per FCIM.	Formative Bi-weekly Assessments. Summative Post-2013 Assessment.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.  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				

## (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Implementation of New Science Curriculum	K	Science Lead	School-wide	September 26, 2012	Student Lab Journals Lesson Plans	Principal

### Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of hands-on, real-world Science lessons	AIMS Students and Teacher Kits (K)	School-based budget	\$300.00
Implementation of hands-on, real-world Science lessons	Science Fusion	School-based budget	\$2,000.00
			Subtotal: \$2,300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of virtual labs	Virtual manipulatives and LCD projectors	School-based budget	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data chats on Science Data	Data Chat sheets and Edusoft data	School-based budget	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,500.00

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:	AAMS has expanded the number of Kindergarten students. Based on an in-house Writing Assessment 20% students demonstrated proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (16)	21%(17)
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	AAMS has expanded the number of Kindergarten students. Based on an in-house Writing Assessment 20% (16) students demonstrated proficiency.	Teachers will concentrate on grade level specific grammar and convention skills that will help students write following proper writing conventions. Students will create personal journals.	Literacy Leadership Team	Administrators will review results of ongoing classroom assessments/observations focusing on student's ability to complete assignments as the teacher becomes a facilitator guiding students to become independent learners. Rubrics will be developed to assess student learning and adjust instruction accordingly.	Formative: Baseline and Interim Assessments  Student work samples using rubrics, mini assessments and teacher observations

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
Implementing the Common Core Writing Standards	Language Arts K	Language Department Chair	School-wide	August 16, 2012	Lesson plans and Sample writing	Language Arts Department Chair Principal

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Implementing the Common Core Writing Standards	Common Core Writing Standards	School-Based Budget	\$100.00
Implementing CraftPlus Daily Writing Lessons	CraftPlus Daily Writing Program	School-based Budget	\$4,000.00
			Subtotal: \$4,100.00
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Use of interactive boards for peer editing activities and writing lessons	LCD Projector Bulbs	School-based budget	\$200.00
			Subtotal: \$200.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Review how to implement Common Core Writing Standards	Common Core K-5 Writing Standards	School-based budget	\$50.00
			Subtotal: \$50.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$4,350.00</b>

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

## 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:	The Average Daily Attendance Rate for 2011-2012 was 94.58 %. Our goal for the 2012-2013 school year is to increase the attendance rate to 95%.  In addition, our goal is to decrease the number of excessive absences (10 or more) and excessive tardies (10 or more) by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.51%(73)	95.01%(73)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
31	29
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
8	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	New Arrival and dismissal procedures will take time for everyone to become accustomed to.	Continue to work with community to establish the new arrival and dismissal procedures that facilitate the flow of traffic reducing the number of tardies. Use sign-in /check-out system to monitor tardies and recognize students with perfect attendance each quarter.  Issuance of parent letter that will inform parents of their child's attendance records and the district's attendance policies.  Implement a class incentive for 100% attendance goals quarterly.	Leadership Team	Observation and monitoring of traffic and attendance records.	Attendance records Parent Survey Completion of evaluation charts

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 Meetings	K	Administration	School-wide	September 28, 2012	Attendance Reports	Administration

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Class 100% incentives per quarter & Information regarding new procedures	Paper for quarterly attendance goals coloring pages & arrival/dismissal procedures flyers	PTSO funds	\$100.00
			Subtotal: \$100.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Scan ID badges in order to assist in the flow of tardies	ID badge and barcode reader	School-based budget	\$300.00
			Subtotal: \$300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Parental Involvement = Success	Parent nights to discuss positive outcomes of parental involvement and strategies to be involved parents	PTSO funds	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$500.00

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:	<p>The number of in-school suspensions in the 2011-2012 school year was 0%. Our goal for the 2012-2013 school year is to maintain the total number of in school suspensions.</p> <p>The number of out-of- school suspensions in the 2010-2011 school year was 0%. Our goal for the 2012-2013 school year is to maintain the total number of out-of-school suspensions.</p>

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	Due to the expansion of students, new students and parents may not be familiar with the Student Code of Conduct.	<p>Parent Workshops to increase parental involvement.</p> <p>Continuation of recognition programs such as Student of the Month, Do The Right Thing,</p> <p>Lessons on Character Education in an effort to take a proactive approach to discipline using videos.</p> <p>School-wide implementation of discipline plan.</p>	Leadership Team	Review of suspension report	Suspension Report.

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
School-wide Discipline	K	Administrator	School-wide	August 17, 2012 and ongoing	School-Wide Plan documentation	Administration

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
Show videos that pertain to character education	Purchase enough TVs and DVD players to ensure 1 per grade level	School-based budget	\$100.00
			Subtotal: \$100.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management	School-wide discipline plan and procedures	School-based budget	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Character Building Programs and Student of the Month	Do the Right Thing, and Character Education	ESAC	\$200.00
			Subtotal: \$200.00
			<b>Grand Total: \$450.00</b>

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:		93% of the parents completed their volunteer hours by contributing time to the school. Our goal is that 94% of parents complete their volunteer hours.			
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
93%		94%			
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
	Parents are unfamiliar with the availability of opportunities for parental involvement.	Use the Black Board Connect call out system to invite parents to school sponsored activities. Give incentives for	Leadership Team	Monthly review of volunteer Spreadsheet and sign in sheets for events. Send updates on completed parent	Volunteer Spreadsheet and data from Raptor.

1	parents to attend such activities. Work closely with our PTSO to further enhance communication and participation of parents in school activities. Parents received orientation packet to familiarize them with the school website. Provide parents with options on volunteering as room parents	volunteer hours. Increase parental involvement
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Homeroom Parent Procedures	Grades K	Administration	One designated parent per Homeroom	September 28, 2012	Parent Exit Survey	Principal & PSTO

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Implementation of Homeroom Parent	Homeroom Parent assists in communicating classroom needs, events and volunteer opportunities.	PTSO Funds	\$200.00
			Subtotal: \$200.00
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
Parent-to-Parent Communication	PTSO	ESAC	\$100.00
			Subtotal: \$100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$300.00

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:		1. Increase the understanding of the scientific process by promoting the Science Fair participation. 2. Increase the implementation of virtual labs in science using manipulatives and LCD projectors			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The anticipated barrier is the lack of materials.	Integrate technology to enhance lessons.  Use activities such as Science Fairs and weekly Science Labs to reinforce the Scientific Process and Scientific Thinking Integrate a school based gardening program.	Leadership team. STEM Team.	Administration will review results of continuous administrative walk-through evaluations (formal & informal).	Formal and informal parent and student surveys.

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
Integration of Mimio in the classroom	Cross-Curricular	Hired Trainer	K	August 17, 2012 Planning Days	Lesson plans and walkthroughs	Administrative Team

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
Integrating Mimio in the classroom	Manuals and presentations	School-based budget	\$1,500.00
			Subtotal: \$1,500.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$1,500.00

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:

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						

## 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
<b>Other</b>			
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)

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	Review of reading strategies for fluency	Fluency passages & charts laminated and Sand Timers	School-based Budget	\$200.00
Reading	Implementation of vocabulary development lessons	Reading Racers	School-based Budget	\$100.00
CELLA	Implementation of vocabulary development lessons	ELL Vocabulary Cards	School based budget	\$100.00
Mathematics	Scoring High	Scoring High (K-2) for SESAT	ESAC	\$275.00
Science	Implementation of hands-on, real-world Science lessons	AIMS Students and Teacher Kits (K)	School-based budget	\$300.00
Science	Implementation of hands-on, real-world Science lessons	Science Fusion	School-based budget	\$2,000.00
Writing	Implementing the Common Core Writing Standards	Common Core Writing Standards	School-Based Budget	\$100.00
Writing	Implementing CraftPlus Daily Writing Lessons	CraftPlus Daily Writing Program	School-based Budget	\$4,000.00
Attendance	Class 100% incentives per quarter & Information regarding new procedures	Paper for quarterly attendance goals coloring pages & arrival/dismissal procedures flyers	PTSO funds	\$100.00
Parent Involvement	Implementation of Homeroom Parent	Homeroom Parent assists in communicating classroom needs, events and volunteer opportunities.	PTSO Funds	\$200.00
				Subtotal: \$7,375.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Use of Mimio Board lesson	Mimio Board Lessons	School-Based Budget	\$100.00
CELLA	Use of FCRR center activities	Paper and lamination	School based budget	\$150.00
Mathematics	Implementation of virtual math manipulatives	LCD projectors	ESAC	\$100.00
Science	Implementation of virtual labs	Virtual manipulatives and LCD projectors	School-based budget	\$100.00
Writing	Use of interactive boards for peer editing activities and writing lessons	LCD Projector Bulbs	School-based budget	\$200.00
Attendance	Scan ID badges in order to assist in the flow of tardies	ID badge and barcode reader	School-based budget	\$300.00
Suspension	Show videos that pertain to character education	Purchase enough TVs and DVD players to ensure 1 per grade level	School-based budget	\$100.00
				Subtotal: \$1,050.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Data chats on Science Data	Data Chat sheets and Edusoft data	School-based budget	\$100.00
Writing	Review how to implement Common Core Writing Standards	Common Core K-5 Writing Standards	School-based budget	\$50.00
		Parent nights to discuss positive		

Attendance	Parental Involvement = Success	outcomes of parental involvement and strategies to be involved parents	PTSO funds	\$100.00
Suspension	Classroom Management	School-wide discipline plan and procedures	School-based budget	\$150.00
Parent Involvement	Parent-to-Parent Communication	PTSO	ESAC	\$100.00
STEM	Integrating Mimio in the classroom	Manuals and presentations	School-based budget	\$1,500.00
				Subtotal: \$2,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Implementation of Character Building Programs and Student of the Month	Do the Right Thing, and Character Education	ESAC	\$200.00
				Subtotal: \$200.00
				Grand Total: \$10,625.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

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

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

No Attachment

## 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
Scoring High	\$275.00
Implementation of Math Manipulatives	\$100.00
School-wide implementation of: Do the Right Thing, Character Education, and Student of the Month	\$200.00
Training of PTSO so that parents can hear from other parents	\$100.00

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

Monitor implementation of the SIP plan.  
Monitor progress through review of assessment data.

## AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
Adequate Yearly Progress (AYP) Trend Data 2010-2011  
Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found  
No Data Found  
No Data Found