

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
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Florida Department of Education
325 West Gaines Street
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School Name: ROYAL PALM CHARTER SCHOOL

District Name: Brevard

Principal: Shannon Shupe

SAC Chair: Paul Bramel

Superintendent: Brian Bingelli

Date of School Board Approval:

Last Modified on: 10/16/2012

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	Shannon Shupe	Master of Elementary Education Bachelors in Public Relations, Certified K-6 and Middle Grades English, Clinical Educator Training, Accelerated Reader, Accelerated Math, Working on ESOL certification, Brevard County Health Dept Medication Administration trained, SAT 10	7	3	2012 School grade "A". Made AMO in math, missed reading by 1 point, specifically in the areas of hispanic and economically disadvantaged. School grade of B for 2011 FCATs and did not meet AYP. School grade "A" 2007-2010, Made AYP each year 2007-2010. 100% 5th grade students making learning gains for 2010 FCAT.
		Professional Educators Certificate (Pre-			

Assis Principal	Tresa Vernon	K-6) and Early Childhood Certified in: DIBELS, Clinical Educator Training, Accelerated Reader, Accelerated Math, CELLA for ELL Screening Trained, Core Knowledge, Guided Reading, Mortensen Math, Currently working on ESOL Endorsement, CPR and AED (Adult, Child, and Infant), and Basic First Aid, Brevard County Health Department Medication Administration Trained	12	6	2012 School grade of "A". 2011 School grade of B and did not make AYP. School grade "A" 2007-2010, Made AYP each year.
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INSTRUCTIONAL COACHES

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

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

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Establishing compensation, benefits, and a retention program at competitive market levels to attract and retain highly qualified teachers.	Head of Schools	January 2012	
2	2. Implement a standardized orientation program for all new employees. The orientation includes discussion of job duties, performance expectations, work rules and policies and bi-monthly meetings of new teachers. Teacher Induction program using the District's guidelines.	Principal	August 2012/May 2013	

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
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We have two teachers

2/21 or 10% of our staff is teaching out of field. 0% of staff received less than an effective rating.

that are considered "out of field". One because of ESOL and the other for gifted. Both teachers are taking classes to become certified in these areas.

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
21	9.5%(2)	33.3%(7)	28.6%(6)	28.6%(6)	33.3%(7)	100.0%(21)	4.8%(1)	0.0%(0)	33.3%(7)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kristin Dutil	Nicole Meglio	5th grade experience/CET Certified	Meetings weekly, Observations, Planning Together, Planner Checks, Frequent Feedback
Kelly Hambidge	Marie Turbush	Primary Experience/CET certified	Meeting weekly, Observations, Planning Together, Planner Checks, Frequent Feedback
Kelly Hambidge	Chelsea Peoples	Primary Experience/CET Certified	Meeting weekly, Observations, Planning Together, Planner Checks, Frequent Feedback
Tresa Vernon	Dina Ramos	Previous 3rd grade experience	Meeting monthly, Observations, Planning Together, Planner Checks, Frequent Feedback, Same grade-level Planning Time
Tresa Vernon	Shannon DuFrane	Previous 3rd Grade experience	Meeting monthly, Observations, Planning Together, Planner Checks, Frequent Feedback,
Alisha D'Alessandro	Brittany Pitts	Intermediate Experience/CET Certified	Meeting weekly, Observations, Planning Together, Planner Checks, Frequent Feedback
Alisha D'Alessandro	Angela Owens	Intermediate Experience/CET Certified	Meeting weekly, Observations, Planning Together, Planner Checks, Frequent Feedback, Same grade-level Planning Time

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 C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

The team consists of our ESE Specialist, Speech/Language Pathologist, Principal, and our grade-level lead teachers.

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?

Our team has created a RTI plan for staff to follow to include paperwork and basic steps for them to follow. The ESE Specialist is leading the RTI process and implementation at the school level with support from the Principal and county RTI Specialist. We will meet monthly as a team to discuss students in question. As part of the monthly grade-level meetings (K-2 or 3-7), the

RTI team will meet with teachers to discuss students of concern and develop Progress Monitoring Plans. Once plans are in place teachers will be keeping records to show student progress. Every 3 weeks teachers are to assess the intervention and see whether progress is being made or if a different intervention needs to be tried. We are also recommending to teachers that parents are notified on a weekly basis of student progress and an at-home connection be created for parent support. At the 6 week mark the RTI team will meet again to discuss the same student and assess whether the strategies have worked and progress has been made, strategies need to be changed or if we feel based on the data this student needs to be brought up at the IPST Meeting.

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

The members of the RTI team have various roles in developing and implementing the SIP. The development of the plan is originally conceived by the school Principal and teacher leaders. They look at data from district and state assessments and try to assess the area of greatest need coupled with areas with greatest potential for improvement. From that data goals are established and decisions are made which drive classroom instruction and decision making with the intent of meeting the SIP goals. The team reconvenes monthly, assesses progress made, and formulates any changes that need to be made. These changes are brought before the governing board and when deemed appropriate are presented to the parent body.

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.

Teachers will be able to pull data from a variety of sources including running records, publisher created tests, county benchmark tests, teacher made tests, Accelerated Math/Reading programs, GoMath SuccessNet program, PMRN and A3.

Describe the plan to train staff on MTSS.

Members of the RTI School team attended a state training for Charter Schools in July 2010. Our school board RTI Consultant has also met with RTI school team and will meet again once per semester for support. Teachers will be trained by ESE Specialist and county RTI Coach at the beginning of the year and reinforced as needed.

Describe the plan to support MTSS.

Teachers are working together to ensure that students are getting the additional services they need. We are working together as a community to develop and monitor process to ensure students are getting the intervention that is best.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal, Assistant Principal, 3rd grade teacher with reading endorsement, 4th grade writing teacher and Media Specialist

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

Help organize a literacy activity portion of Success Night in the Spring. Bring 'hot topics' to the attention of staff at monthly staff meetings. Assist teachers as needed with reading/writing activities to help foster learning. Implemented nightly reading calendars at each grade level and monitor participation.

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

School-wide nightly reading accountability.

Public School Choice

*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.

Our subject area teachers meet monthly to outline the reading strategies being taught for each month. The other subject areas then implement those strategies into their teaching. This works particularly well in the areas of history/science. The teachers use the same vocabulary in all areas. For example, if they are reading about something in social studies and the reading skill for the week is finding the main idea then the history teacher has the students find the main idea in the history passage.

*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:	Our students have frequently seen high level of proficiency scores, with the highest level in 2007-2008 at 96%. We would like to see that high level of performance again for 2012-2013, but understand that we must make gains incrementally.
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2012 Current Level of Performance:

2013 Expected Level of Performance:

72% (97/134) of students achieved proficiency on the FCAT in reading.

Our goal is to have 80% (138/172) of students achieving proficiency on FCAT in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not prepared with proper vocabulary needed to master NGSSS.	There will be lessons designated primarily to build vocabulary. Add text-talk to K-3 instruction.	Classroom Instructor	Record data from weekly reading selection test/math tests to show student acquisition of vocabulary.	End of the year benchmark test and FCAT.
2	Students find non-fiction material less engaging and therefore tend to have more difficulty in this area.	At least once per week students will be exposed to non-fiction text and will be using comprehension strategies to identify key information.	Classroom Teacher	Monitor weekly practice lessons.	FCAT scores primarily in the area of non-fiction text.
3	Students do not have the skills needed to complete grade level work.	Teachers will work on specific skills with students in small group instruction during and after school tutoring groups.	Classroom Teacher	Review students' individual action plans on a monthly basis during grade level meetings and adjust groups accordingly.	FCATs
4	Lack of test taking skills, particularly with 3rd grade students	Utilize FL Reading practice books with sample problems.	Classroom Teacher, Administration	Review of practice test scores	Print out of scores
5	Student access to on level reading materials	Utilize Accelerated Reader program to encourage students reading and answering comprehension questions on their level.	Classroom Teacher	Accelerated Reader tests	Accelerated Reader Printouts

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:	Royal Palm would like to see a greater focused placed on our level 4 or 5 students and feel it is crucial that our higher level students maintain or gain in scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (54/134) of students received a level 4 or 5 on FCAT reading test.	The goal is that 50% (86/172)of students will receive a level 4 or 5 on reading test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student anxiety of testing situations	Work with students on test-taking strategies to utilize during testing. Add a tutoring group that focuses on test-taking strategies.	Classroom Teacher	Monitor growth on practice FCAT tests	FCAT
2	Students' lack the confidence needed to score as well as they are capable of.	Develop student confidence through multiple exposures to test-like questions/settings. Keep Data notebooks to discuss with teachers and show student growth.	Classroom Teacher	Practice FCAT tests/ Data notebooks	FCAT
3	High achieving students tend to compensate for weaknesses and it is often hard to diagnose areas of concern.	Small group instruction to monitor areas of weakness and develop those areas specific to the student	Classroom Teacher	Individualized plans, monitored and adjusted each 9 weeks	FCAT Practice Scores
4	Students not willing to continue learning above their grade level	Use Accelerated Reader to have students reading and working on comprehension questions at their level.	Classroom Teacher	Accelerated Reader Comprehension Tests	AR Printouts

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:	
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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 reading. Reading Goal #3a:	The number of students making Learning Gains in reading decreased the previous year and this is an area we concentrated on. With the increase, we were able to close the gap, but we are not where we would like to be yet.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (103/134) of students made learning gains in Reading	80% (138/172) of students will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant learning gaps	Develop individual action plans to focus on specific skills and group students accordingly for small group instruction during and after school.	Classroom Teacher, Principal	Monthly benchmark testing, monitoring practice FCATs	FCATs
2	Students with below grade level reading skills	Focused instruction in small groups to help students grow with reading fluency and comprehension skills.	Classroom Teacher	Running Records and monitoring weekly selection tests	FCATs/Weekly Selection Tests
3	Low self confidence in test taking	Lots of exposure to text similar to FCAT.	Classroom teacher	Practice FCAT tests	Review of Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of the lowest 25% students making learning gains has decreased over the past two years; we would like to break this downward trend.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (17/24) of the lowest 25% students made learning gains in reading.	80% (34/43) of the lowest 25% students will make learning gains.

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	Lacking the confidence needed to perform to the best of his/her ability	Expose students in small group settings to material and give multiple opportunities for success.	Classroom Teacher, ESE Teacher	Monitor classroom progress on classroom tests and Practice FCAT tests.	FCATs
2	Gaps in specific skill areas making it difficult for students to complete grade level work	Identify skill gaps using pre tests and organize individual instruction to meet the students' needs	Math Resource Teacher, ESE Teacher	Monitor progress on teacher created materials every 2 weeks.	Benchmark tests/ FCATs
3	Lack of vocabulary knowledge	Give students additional exposure to vocabulary terms. Utilize a vocabulary notebook for students to use in class and at home to get comfortable with the words.	Classroom Teacher, ESE Teacher	Monitor progress on teacher created materials every 2 weeks.	Class tests, FCATs
4	The small number of students included in this group	Work with each student individually to strengthen weaknesses.	Classroom teacher	Weekly tests, practice FCATs	Assessments
5	Low motivation of these students	Offer after school tutoring in a safe environment away from peers	Classroom teacher	Observation and follow up	Observation

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 #					
	Our goal is to achieve above the projected AMO in reading; our goal is for 80% of students scoring proficient.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	73	75				

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	This is the first year a specific ethnic group has not made adequate progress toward their goals. Specifically our hispanic population. We will look at these students to define areas of weakness.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (2/3)of students were proficient in reading.	75% (3/4)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
1	Students background experience with subject specific vocabulary decreases their understanding compared with other students in the same grade level	Increase explicit vocabulary instruction prior to the start of new units/chapters	Classroom teacher	Monitor student use of appropriate vocabulary in conversation and monitor progress on classroom work/tests	Chapter tests/FCATs

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:	ELL students need continued instruction in reading to continue to make learning gains. This subgroup is too small to have data to compare at this time.
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	75% of students will score 3 or above in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students background experience with subject specific vocabulary decreases their understanding compared with other students in the same grade level	Increase students' exposure and use of subject area specific vocabulary	Classroom teacher, ELL coordinator	Monitor student use of oral vocabulary and weekly selection tests	Weekly selection tests or 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Our students with disabilities continue to make progress. We would like to continue that upward trend.
2012 Current Level of Performance:	2013 Expected Level of Performance:

50% scoring proficient in reading			60% scoring 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
1	Students have difficulty with answering higher order questions.	Expose students to the key question stems and practice the skill throughout the year.	Classroom teacher	Monitor student progress on weekly tests	Weekly selection tests/FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Our economically disadvantaged students are scoring below other students on average. We would like to close this gap.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% scoring proficient in reading	70% scoring 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
1	Students lack experiences to make connections to their learning	Give students multiple exposures to new material	Classroom teacher	Monitor progress on classwork and tests	FCAT
2	Students lack needed basic knowledge on topics to learn grade level material	Use previewing strategies for students to get a baseline of what they will be learning	Classroom teacher	Monitor progress on classwork and tests	

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
Vocabulary	K-7	Shannon Shupe	school-wide	Monthly topic at staff meetings	Monitor student progress on benchmarks tests	Classroom teachers, Principal
Webbs Depth of Knowledge	K-7	Shannon Shupe	school-wide	August 2012; January 2013	Monitor use of leveled questions by teachers in the classroom	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary	Scholastic Text Talk	School Budget	\$2,200.00
Test Taking Strategies	FL Ready Reading books	School Budget	\$1,707.50
			Subtotal: \$3,907.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Skill based focus	Accelerated Reader	School Budget	\$1,200.00
			Subtotal: \$1,200.00
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: \$5,107.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		Typically our ELL students score well in listening/speaking, we would like to continue this high rate of success.			
2012 Current Percent of Students Proficient in listening/speaking:					
100% (3/3) students scored proficient in listening and speaking					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Familiar vocabulary	Expose students to subject area vocabulary utilizing picture flashcards/books	Classroom Teacher; ELL Coordinator	Monitor progress on weekly selection tests	CELLA

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:	ELL students tend to having difficulty in the reading portion of the CELLA due to lack of vocabulary or fluency. We would like to increase the number of

students scoring proficient in reading.

2012 Current Percent of Students Proficient in reading:

33% (1/3) students scored 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
1	Unfamiliar vocabulary	Multiple exposures of vocabulary	Classroom teacher	Weekly selection tests	CELLA
2	Low fluency	Repeated readings	Classroom teacher	Informal reading inventories	CELLA

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

3. Students scoring proficient in writing.

CELLA Goal #3:

We would like to see an increase by 50% of students scoring proficient in writing.

2012 Current Percent of Students Proficient in writing:

0% (0/3) students scored proficient in Writing

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	In the past few years there has been a steady decline in math scores and we would like to return to the higher standard set previously.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% students achieved proficiency in Math	80% students achieving proficiency in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are not prepared with proper vocabulary needed to master NGSSS.	There will be lessons designated primarily to build vocabulary. Add text-talk to K-3 instruction.	Classroom Instructor	Record data from weekly reading selection test/math tests to show student acquisition of vocabulary.	End of the year benchmark test and FCAT.
2	Students do not have the skills needed to complete grade level work.	Teachers will work on specific skills with students in small group instruction during and after school tutoring groups.	Classroom Teacher	Review students' individual action plans on a monthly basis during grade level meetings and adjust groups accordingly.	FCATs
3	Introduction of new way to look at math ideas using new GoMath curriculum could be overwhelming	Teach students how to take apart numbers and encourage this new way of thinking in a step by step manner.	Classroom Teacher, Administration	Chapter Tests	Test results
4	Last year's decline of students in 4th and 5th grades meeting high standards could be transferred to this year's 5th and 6th graders.	Analyze 2010-2011 FCAT Math scores to focus on content areas that were low in order to provide individualized instruction in those areas.	Classroom teacher, Administration	FCAT Math Coach lessons	Practice tests
5	Our greatest barrier is our high concentration of ESE students in 5th grade 11/44 students have IEPs or 504 plans.	Our teachers have teamed up to work together in accommodating our ESE students. Any child performing below grade level is offered free after-school tutoring as well as additional small group time with their classroom teacher.	Classroom teacher, ESE Coordinator	Assessments will be given periodically to students. Teachers will collect data and compare it with earlier assessments to ensure gains are being made. If amendments to the IEP or student PMP are needed they will be made in a timely and effective	Assessments and follow-up

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 number of students receiving a level 4 or 5 in math has decreased for the past two years; we would like to stop this downward trend.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% of students achieved levels 4 or 5 in FCAT Math.	Our goal is to have 45% of students achieve Levels 4 or 5 for FCAT Math.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student anxiety of testing situations	Work with students on test-taking strategies to utilize during testing. Add a tutoring group that focuses on test-taking strategies.	Classroom Teacher	Monitor growth on practice FCAT tests	FCAT
2	Students' lack the confidence needed to score as well as they are capable of.	Develop student confidence through multiple exposures to test-like questions/settings. Keep Data notebooks to discuss with teachers and show student growth.	Classroom Teacher	Practice FCAT tests/ Data notebooks	FCAT
3	Students would not request assistance when needed so a teacher is unable to see an area of weakness.	Analyze past FCAT test performance and identify content areas in order to individualize instruction to the areas of weakness.	Classroom Teacher, Administration	Analysis of practice FCAT tests	Practice Tests
4	Knowledge Gaps	Analyze practice FCAT tests to see what types of problems students are consistently answering incorrectly and give individualized instruction in those areas.	Classroom Teacher	Analysis of quarterly practice FCAT tests	Practice 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:	
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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:	We made a significant decrease in this area this past year and would like to maintain high standards.
2012 Current Level of Performance:	2013 Expected Level of Performance:
93% of students made learning gains on the math FCAT.	85% will make learning gains on the math FCAT.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with significant learning gaps	Develop individual action plans to focus on specific skills and group students accordingly for small group instruction during and after school.	Classroom Teacher, Principal	Monthly benchmark testing, monitoring practice FCATs	FCATs
2	Students with below grade level reading skills	Focus instruction on developing students understanding of key vocabulary when looking at problem solving skills. For example, narrowing in on phrases like "in all".	Classroom Teacher	Chapter tests, Practice FCATs	FCATs, classroom placement tests
3	Change in math curriculum	Expose children to multiple strategies when approaching problems.	Classroom teacher, Administrator	Chapter Tests, Practice FCAT tests	Assessments
4	Low performing students in 4th grade based upon FCAT data and teacher input	Individualized instruction to monitor progress and ensure remediation	Classroom Teacher	Observations, Practice FCAT data	Comparison of 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 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:	We made a significant increase from 2011 to 2012, but we would like to continue to increase in this area.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% of the lowest 25% made learning gains in math.	80% of the lowest 25% will make learning gains in math for 2012.

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	Lacking the confidence needed to perform to the best of his/her ability	Expose students in small group settings to material and give multiple opportunities for success.	Classroom Teacher, ESE Teacher	Monitor classroom progress on classroom tests and Practice FCAT tests.	FCATs
2	Gaps in specific skill areas making it difficult for students to complete grade level work	Identify skill gaps using pre tests and organize individual instruction to meet the students' needs	Math Resource Teacher, ESE Teacher	Monitor progress on teacher created materials every 2 weeks.	Benchmark tests/FCATs
3	Lack of vocabulary knowledge	Give students additional exposure to vocabulary terms. Utilize a vocabulary notebook for students to use in class and at home to get comfortable with the words.	Classroom Teacher, ESE Teacher	Monitor progress on teacher created materials every 2 weeks.	Class tests, FCATs
4	Lowest 25% in fifth grade are significantly below grade level.	Teachers will work closely with students to monitor gaps and provide individualized instruction as needed.	Classroom Teacher, ESE Teacher, Math Resource Teacher	Class tests	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 # Our goal is to score above the AMO goal. Our target AMO for math is 80%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	71	63				

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:	We did not meet the target AMO for our Hispanic subgroup for 2012.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% of Hispanic students scored proficient in math	75% of Hispanic students scoring proficient in math

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students background experience with subject specific vocabulary decreases their understanding compared with other students in the same grade level	Increase explicit vocabulary instruction prior to the start of new units/chapters	Classroom teacher	Monitor student use of appropriate vocabulary in conversation and monitor progress on classroom work/tests	Chapter tests/FCATs

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:	At this time we do not have sufficient data to gauge progress of our ELL students
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data	75% of ELL students scoring proficient in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students background experience with subject specific vocabulary decreases their understanding compared with other students in the same grade level	Increase students' exposure and use of subject area specific vocabulary	Classroom teacher, ELL coordinator	Monitor student use of oral vocabulary and weekly selection tests	Weekly selection tests or 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	63% of our Students with Disabilities scored proficient on the math exam. We would like this score to increase as I believe their ability is greater than they are demonstrating.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% proficient in math.	70% of students scoring proficient in math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty with multi-step problem solving	Students will be taught a problem solving process that they will use when encountering any type of multi-step process and it will be reinforced all year	ESE teacher	Monitor student progress in applying the problem solving tool	Benchmark tests/FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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
1	Students lack experiences to make connections to their learning	Give students multiple exposures to new material	Classroom teacher	Monitor progress on classwork and tests	FCAT
2	Students lack needed basic knowledge on topics to learn grade level material	Use previewing strategies for students to get a baseline of what they will be learning	Classroom teacher	Monitor progress on classwork and tests	

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
Accelerated Math - Individualized Math Instruction	K-7	Shannon Shupe/Alisha D'Alessandro	school-wide	August 2012	Monthly monitoring of use	Shannon Shupe
AIMS	3-6	Marisa Moore	teachers in 3-6th grades	December 2012	Teachers turn in reflection after completing AIMS activity with students	Shannon Shupe

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Test preparation	FL Ready Math	School Budget	\$1,707.50
			Subtotal: \$1,707.50
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized Instruction	Accelerated Math	School Budget	\$1,200.00
			Subtotal: \$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,907.50

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		We had a significant decrease of the number of students scoring Level 3 and above on FCAT from 90% in 2010 to 61% in 2011.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
49% (21/43) students achieved proficiency on Science FCAT.		80% (26/32) of students will achieve proficiency on Science FCAT.			
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	Students are not prepared with proper vocabulary needed to master NGSSS.	There will be lessons designated primarily to build vocabulary. Add text-talk to K-3 instruction.	Classroom Instructor	Record data from weekly reading selection test/math tests to show student acquisition of vocabulary.	End of the year benchmark test and FCAT.
2	Out of date textbook	Teachers will pull resources from Internet utilizing new Discovery Education membership and use books from the library to teach concepts.	Classroom teacher, Administration	Monitor practice test results	Practice tests
3	Students with below level reading skills	Exposure to written science materials on a weekly basis in order to build reading comprehension in the area of science.	Classroom Teacher	Monitor weekly assignments, practice test results	Practice Tests, FCATs

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:		The past two years the trend in high performing scores in science has maintained. We would like to see the levels of high performing students increase significantly.		
2012 Current Level of Performance:	2013 Expected Level of Performance:			
14% (6/43) achieved a level 4 or 5 in Science.	25% (8/32) will achieve a level 4 or 5 on FCAT Science.			
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
Student anxiety of testing situations	Work with students on test-taking strategies	Classroom Teacher	Monitor growth on practice FCAT tests	FCAT

1		to utilize during testing. Add a tutoring group that focuses on test-taking strategies.			
2	Students' lack the confidence needed to score as well as they are capable of.	Develop student confidence through multiple exposures to test-like questions/settings. Keep Data notebooks to discuss with teachers and show student growth.	Classroom Teacher	Practice FCAT tests/ Data notebooks	FCAT
3	Missing basic scientific knowledge to build upon	Teachers will use Practice FCAT test to analyze which strand students are the weakest in and build concepts specifically in those areas.	Classroom teacher	Analyze practice FCAT tests to monitor growth	Practice FCAT 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:

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
Interactive Science Notebooks	4-6 grades	Shannon Shupe	4-6th grades	November 2012/Feb 2013	Monitor use of notebooks for science content/vocabulary	Shannon Shupe

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Vocabulary	Science Passwords	School Budget	\$400.00
			Subtotal: \$400.00
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: \$400.00

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:	89% of our students scored 3 or higher on the writing assessment, however, the number of students scoring a 4 or higher decreased; which is our area of focus.
2012 Current Level of Performance:	2013 Expected Level of Performance:
89% (29/33) of students achieved a 3.0 or higher in writing.	95% (38/41) students will achieve a 3.0 or higher in writing.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Our greatest barrier is our students that have not had exposure to great writing	Teacher will give lots of opportunities for practice and review. In addition, students will be offered after school tutoring.	Classroom teacher	Monitor classroom assignments, Practice FCATs	Practice Essays

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	

2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Writing Budget:

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

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:	We would like to maintain the attendance rate for the 2013 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97%	97%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
32% (76/241) students were considered having a high absense rate.	25% (70/280) of students will have a high level of absenses.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
27% (65/241) of students had excessive tardies for the 2012 school year.	15% (42/280)of students will have excessive tardies for the 2013 school year.

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent Support	Continue educating parents about the attendance policy	Office Clerk, Administration	Analyze absence and tardy levels each month	Records
2	Student Motivation	Get students to understand the value of starting the day off right.	Teacher	Analyze absence and tardy levels each month.	Records
3	Parent Motivation	Follow up with truancy letters from the school and forward to truancy office when tardies and absences become excessive.	Office Clerk, Administration	Analyze absence and tardy levels each month.	Records

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

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:	Maintain extremely low suspension rates
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
5	5
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
5	5
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
0	5
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

0					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	Lack of Parent Support	Involve parent in every step as disruptive behavior occurs.	Administrator	Documentation of behavior	Records

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

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

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	In 2012 70% of our families completed the 10 hour volunteer requirement.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
70% (125/179 families) completed the 10 hour volunteer hour requirement.	80% of families (157/196) will complete the 10 hour volunteer hour requirement.

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 who work full time during the school day.	Offer after hours Parent Night Out Events in December and Saturday Fall Festival Event.	Volunteer Coordinator	Monitor Volunteer Log book	Analyze Data
2	Parents who are not willing to volunteer for events.	Offer parents the option of completing tasks at home as the teachers need assistance	Classroom teacher, Volunteer Coordinator	Monitor Volunteer Log book	Analyze 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						

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			We feel that it is important to encourage student success in science and math, as well as technology. We have integrated technology into our 7th grade program and provided additional technology in the areas of ESE and individual classrooms. Now it is important to monitor the student use of the technology.		
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	Technology can be unpredictable	Teachers trained on classroom technology.	Shannon Shupe	Classroom observations	Observations
2	Students unfamiliar with technology therefore requiring a lot of pre-teaching before use	Teachers must work with individual students to identify skills	Classroom Teachers	Classroom observations	Record of student use
3	Students closed off to math/science because of fear of it being too difficult	Teachers making science/math fun	Classroom Teachers	Classroom observations	Lesson Plans/ student work

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	Vocabulary	Scholastic Text Talk	School Budget	\$2,200.00
Reading	Test Taking Strategies	FL Ready Reading books	School Budget	\$1,707.50
Mathematics	Test preparation	FL Ready Math	School Budget	\$1,707.50
Science	Vocabulary	Science Passwords	School Budget	\$400.00
				Subtotal: \$6,015.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Skill based focus	Accelerated Reader	School Budget	\$1,200.00
Mathematics	Individualized Instruction	Accelerated Math	School Budget	\$1,200.00
				Subtotal: \$2,400.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$8,415.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/10/2012)

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

Our SAC is currently represented by the Board of Directors. We have a minimum of 6 meetings per year to discuss the school's progress and needs. We are looking to move forward in our development process by building an additional building and the board will have a large part in this process.

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

Brevard School District ROYAL PALM CHARTER SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	87%	82%	67%	61%	297	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	66%	51%			117	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	57% (YES)	47% (NO)			104	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					518	
Percent Tested = 98%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Brevard School District ROYAL PALM CHARTER SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	94%	90%	93%	92%	369	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%	74%			150	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	81% (YES)			157	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					676	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested