FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SUNCOAST SCHOOL FOR INNOVATIVE STUDIES

District Name: Sarasota

Principal: Steven Evans

SAC Chair:

Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 12/11/2012

Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Stephen Evans	AA in Science Ferrum College BA in Education Marshall University MA in Counseling NC A&T State University PhD Studies in Leadership Walden University	4	15	School Grades: 2008-2009 A rating 2009-2010 C rating 2010-2011 A rating 2010-2011 B rating Stephen has expanded both the elementary and middle school campuses. Although the middle school remains in the same facility it has almost doubled in enrollment.

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	We advertise open positions, contact local colleges, and by word of mouth. We screen the resumes that are submitted, set up appointments to interview, and then, lead teachers join the interview process. Finally, interviewee are either asked to join our team or not.	Executive Director Administrative Assistant Lead Teachers	Within 2 weeks of position opening	

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
No data submitted	

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
39	12.8%(5)	66.7%(26)	20.5%(8)	5.1%(2)	20.5%(8)	0.0%(0)	2.6%(1)	0.0%(0)	12.8%(5)

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
Alicia Melendy	Rita Ginnapolus Kayla Blum Amy Warren Sarina Brewer Magaret Green	She took the mandatory classes last year at the	Mentoring, modeling, classroom observations,

	Corey Schwerin Gerardo Behori Allyson Snow Alicia Christian	district and meets the requirements.	and collaborative planning

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

The Title I Program is now in the third year and will enable the school to give more individualized attention to the skill areas that are the weakest as indicated on FCAT (Levels 1 and 2) and FAIR. The teachers will plan with the Title I teachers and will also monitor the progress of this additional instruction. The Title I personnel will do additional assessments to pinpoint other areas of concern and plan for the remediation of these areas as well. This program will coordinate the responsibilities for all Tier 1 and 2 students. Parents will become partners with us in regards to the education of their children. Resource materials have been and will continue to be purchased in order to support these students in the classrooms. A parent resource center has also been established in the library on the elementary campus and in the conference room on the middle school campus.

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

All Faiths Food Bank provides weekend supplemental foods for those in need. During the summer months, SSIS partnered with the district to offer a hot lunch program to provide continued support for those in need.

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.

Suncoast School for Innovative Studies RtI Team is comprised of SSIS Administration, ESE providers, School Psychologist, School Counselor, and General Education providers. Its goal is to meet or exceed the district and state requirements for assisting in both the identification of students and eligibility. The team consists of and lists their primary responsibility:
Executive Director- the primary purpose is to ensure that all participants are present and all options for intervention are explored within the ability of the services offered.
General Education Teachers- provides information about the identified student and the services that are currently being offered, interventions taken, and parent communication.
Exceptional Student Education (ESE) Teachers- provides information about support and assist in the Intervention Plan.
Counselor- provides information about support programs and assists in the Intervention Plan.
Psychologist- provides information as to the students' ability, if accessible, supports and assists in the Intervention Plan.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Team meets twice a month to discuss the following: formative and summative student data, review grades, academic needs, instructional strategies, and delivery of services for identified students and monitors the time-lines of implementation of services for identifying students. Ongoing student progress and monitoring will occur to determine progress and assessment, needs and further instructional interventions. Several training sessions have been held for the members of this team both in the past and present year.

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 school-based RtI Leadership Team will employ a continuous improvement process to create the SIP as outlined in the document. Input will be gathered from the grade level teams, the SAC and district teams. On a monthly basis, DBLT in collaboration with SBLT will oversee the implementation of the SIP Plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The Sarasota District provides a variety of student academic reports which disaggregate subgroups in all subject areas tested: reading, math, science, and social studies. We will continue to use FAIR (Florida Assessment for Instruction in Reading) and FOCUS (as data that will assist in our determination of academic needs.

Describe the plan to train staff on MTSS.

All staff of Suncoast School for Innovative Studies will receive training from the Sarasota School District on the RtI process. All staff members will be given ongoing communication throughout the year to keep them current on the support systems related to RtI.

Describe the plan to support MTSS.

Executive Director and Guidance Counselor continually monitor the process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

> The Leadership Team consists of the Executive Director, Guidance Counselor, ESE Representative, and Lead Teachers from the primary, intermediate and middle grades.

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

> Lead Teachers meet on a weekly basis with their grade appropriate coworkers to address any concerns and/or issues.

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

> As in years past, the major initiatives are focused on improving academics. In the past year we have seen both retention rates as well as our enrollment increasing. At this point in time we have a waiting list for most grades which warrants expansion initiatives.

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.

> VPK and Kindergarten have a reciprocal relationship.

*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.

> The majority of teachers have completed the Florida Online Reading Professional Development program and work together with their colleagues to promote reading instruction in content areas.

*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

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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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 3 - 28%(61) Level 3,4,5 - 52%(113)	Level 3- 32% Level 3,4,5 - 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	1.A.1 Lack of prior knowledge on many topics Student attitude Parent Support	1.A.1 The school district will utilize assessment data to determine missing skilss Analysis of the test data to determine where the strengths and weaknesses lie Spelling list for word analysis Review of common jargon for curriculum and testing areas Assessment of multiple intelligences	1.A.1 Executive Director Leadership Team Classroom Teachers	1.A.1 The School Director in conjunction with the Leadership Team will review the assessment data Classroom teachers will use the data to drive their instruction	1.A.1 Improvement on assessments
2	1.A.2 Familiarity with the depth and complexity of the curriculum and its content Time Management	1.A.2 Teachers will utilize assessment data to design lessons that will include questions to promote depth of knowledge in daily classroom assignments Morning work will utilize this type of questioning Storytown to bring about literacy awareness	1.A.2 School Director Leadership Team	1.A.2 Teachers will have ongoing communication with the director and submit weekly lesson plans listing higher order questions for the classroom assignments	1.A.2 Continued monitoring of the assessment results and weekly reviews of student's progress on their daily assignments
	1.A.3 Utilize focused instruction, including the use of multiple		1.A.3 Administrator will be aware of the assessment and	1.A.3 Effectiveness will be determined through assessments	

3	intelligences, on specific skill weaknesses as determined by the assessments Students will understand their part of the student accountability conferences and agreements		the MI of the students and will monitor the recommendation through meetings with the team leader and with classroom walkthrougs		

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 24%(52) Level 3,4,5 - 52%(113)	Level 4,5 - 26% Level 3,4,5 - 56%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	2A.1. Lack of prior knowledge on topics Student attitude Parent support	2A.1. Assessment data will be used to design effective lessons in all content areas. Teachers will informally	2A.1. Executive Director School Leadership Team Classroom	2A.1. School Director in conjunction with the Leadership Team will review the data. Teachers will provide	2A.1. Printout of assessment results Signed agenda books

1	Organizational Skills	assess the students' interest with an Interest Inventory to determine the students' special interests. Agenda books to be taken home each night to be signed	Teachers Students	opportunities for study within the specific areas of interest.	
2	2A.2. Familiarity with the depth and complexity of the curriculum and its context.	2A.2. All teachers will include depth of knowledge questions in their lesson plans. Morning work will include differentiated questions Vocabulary will include all three tiers of learning Multiple Intelligences will be reflected in the projects and research. Students in the gifted program are pulled out of class for a minimum of 120 minutes per week	2A.2. School Director Leadership Team All Teachers Gifted Teacher	2A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the depth of knowledge questions for the classroom assignments. Projects, reports, research and daily work will reflect an increase in the depth of knowledge of the students.	2A.2. Continued monitoring of the assessment results and weekly review of student's progress on their daily assignments.
3	2A.3. Time Management	2A.3. Utilize focused instruction, including use of multiple intelligences, on specific skill weaknesses as determined by the original assessment. Projects and research will include the specific skills outlined above. Morning work will utilize this type of questioning Using Storytown content, the students will become more aware of literacy components. Interdisciplinary art projects	2A.3. All Classroom Teachers	2A.3. Administrator will be aware of the assessments and the MI of the students, and will monitor the recommendations through meetings with the team leader and classroom walkthroughs.	2A.3. Effectiveness will be determined through ongoing assessments.

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

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

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69%(107)	73%

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
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1	3.A.1. Lack of vocabulary and prior knowledge Student attitude Parent Support	3.A.1. The school will utilize the assessment data to drive instruction. Differentiation of lessons will be driven by this data. Analysis of the test data to determine where the strengths and weaknesses lie. Spelling list for word analysis Review common jargon for curriculum and testing area Assessment of Multiple Intelligences Conferences with students to share the information	3.A.1. Executive Director School Leadership Team Classroom Teachers	3.A.1. School Director in conjunction with the Leadership Team will review the assessment data. All teachers will be responsible for collecting the data to share with the director and leadership team.	3.A.1. Printout of the ongoing assessment results.
2	3.A.2. Familiarity with the depth and complexity of the curriculum and its content.	3.A.2. Include in depth knowledge questions in daily classroom assignments. Students will understand their part of the student accountability conferences and agreements. Alumni mentoring and feedback		3.A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing in depth knowledge questions for the classroom assignments.	3.A.2. Continued monitoring of the assessment results and weekly review of student's progress on their daily assignments

		Lunchtime Learning Small group work		
3	3.A.3. Time Management	3.A.3. Utilize focused instruction, including use of multiple intelligences, on specific skill weaknesses as determined by assessments. Kagan MI strategies will be employed in the projects and reports assigned.	3.A.3. Team Leaders Classroom Teachers	3.A.3. Administrator will be aware of the assessments and the MI of the students. He will monitor the recommendations through meetings with the team leader and with classroom walkthroughs.	3.A.3. Effectiveness will be determined through ongoing 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:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(26)	66%

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
	4.A.1. Limited language ability Student attitude	4.A.1. The school will utilize the assessment data to drive the instruction of the	4.A.1. Executive Director School Leadership	4.A.1. School Director in conjunction with the Leadership Team will	4.A.1. Printouts of ongoing assessment

1	Parent Support	students at this level. Analysis of the test data to determine where the strengths and weaknesses lie Spelling list for word analysis Review common jargon for curriculum and testing areas Assessment of multiple intelligences	Team Classroom Teachers ESE Personnel Title 1 Coordinator	review the assessment data. Classroom teachers and specialists will monitor areas of concern.	
2	4.A.2. Familiarity with the depth and complexity of the curriculum and its content.	4.A.2. Title 1 Teachers will focus on the skills needed to promote success. Small focused group sessions Specific instruction in depth of knowledge skills (higher order thinking) Physical activity class to improve perceptual skills Purchase of learning aids to help organizational skills	4.A.2. School Director School Leadership Team Classroom Teachers Title 1 Team and specialists	4.A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the depth of knowledge questions for the classroom assignments. Teachers specifically note students who are exhibiting in depth learning.	4.A.2. Continued monitoring of the ongoing assessment results and weekly review of student's progress on their daily assignments.
3	4.A.3. Time Management	4.A.3. Progress monitoring will be an integral part of the process of effective instruction. Differentiated lesson plans and morning work Push-in programs Emphasis on Tier 2 vocabulary Lunchtime Learning Student Recovery Plan	4.A.3. Team Leaders Classroom Teachers Title 1 Teachers ESE Specialists Parent Volunteers	4.A.3. Administrator will be aware of the assessments and the MI of the students. He will monitor the recommendations through meetings with the team leader(s) and with classroom walkthroughs. Improvement in the performance of students noted through the monitoring of classroom work and attitudes.	4.A.3. Effectiveness will be determined through ongoing 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%.	Reading Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	55	59	63	67	71	

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 63%(71) Hispanic 50%(18) Black 35%(13)	White 68% Hispanic 55% Black 43%

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	5.B.1. Lack of reading incentives Student attitude Parent support Inadequate prior knowledge skills And vocabulary	5.B.1. The school will utilize the assessment data the drive instruction of the students at this level. Additional assessment Peabody Picture Vocabulary Tests Multiple Intelligence Screenings Other developmental tests as needed: vision, hearing, perceptual, fine motor, etc...	5.B.1. Executive Director School Leadership Team Classroom Teachers Title 1 Teachers ESE Teachers	5.B.1. School Director in conjunction with the Leadership Team will review the assessment data. Teachers note ELL students more effectively understanding the language and using skills to acquire more.	5.B.1 Printout of assessment data
2	5.B.2. Familiarity with the depth and complexity of the curriculum and its content. Lack of specific English vocabulary	5.B.2. Additional strategies and/or materials geared to better meet the needs of the ELL students will be included in the instruction Small groups Specific skill remediation for developmental delays Applications of depth of knowledge skills Vocabulary building activities (Vocabulary Parade)	5.B.2. School Director Leadership Team ESOL Liaison	5.B.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for the classroom assignments. Teachers observing students more comfortable with the language and using the skills to improve.	5.B.2. Continued monitoring of the assessment data and weekly review of student's progress on their daily assignments.
3	5.B.3. Time Management	5.B.3. Utilize focused instruction, including use of multiple intelligences, specific skill weaknesses as determined by various assessments and monitor the progress. Differentiated lesson plans and morning work. Push-in Programs Emphasis on Tier 2 Vocabulary	5.B.3. Title 1 Coordinator ESOL Liaison	5.B.3. Administrator will be aware of the assessments and the MI of the students. He will monitor the recommendations through meetings with the team leader and with classroom walkthroughs. Teachers will also monitor student work and note skill improvement that show scaffolding of information taking place.	5.B.3. Effectiveness will be determined through ongoing assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%	32% Met AMO Target
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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:

		50%		55%	

	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 prior knowledge Lack of parent involvement	Key points on charts Use picture clues and manipulatives Success Maker	Executive Director/Leadership Team Classroom Teachers ESOL Liaison Title 1 Teachers Paraprofessionals	Review student grouping charts to ensure groups are redesigned to target student needs. Teachers constantly consider the classroom work of these students and enrich their program to build prior knowledge.	Printout of Florida Achieves Assessment results Growth in the AMO

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
Kagan Workshop- Higher Level Thinking Skills	VPK-8	K-12 Teachers Alliance	All Teachers	October 26, 2012	Increased academic success	Executive Director
Common Core	VPK-8	K-12 Teachers Alliance	All Teachers	August 17, 2012	Increasing our ability to successfully transition to the common core standards. Increase academic success	Executive Director
Classrrom Management	VPK-8	K-12 Teachers Alliance	All Teachers	March 27, 2012	Increasing our ability to successfully maintain classroom behaviors and increase the amount of positive instruction time. Increased academic success (FCAT, FOCUS, FAIR, LEARN)	Executive Director

Reading Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management	K-12 Teachers Alliance	Title 1	$2,240.00
Kagan Workshop (Higher Level Thinking Skills)	K-12 Teachers Alliance	Title 1	$4,499.00
			Subtotal: $6,739.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $6,739.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	
Problem-Solving Process to Increase Student Achievement	

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

No Data Submitted

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

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

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:	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 33% (71) Level 3,4,5 - 48% (102)	Level 3 - 37% Level 3,4,5 - 52%

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	1.A.1. Lack of continuity in skills Student Attitude Parent Support	1.A.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment. Informal math assessments for students WRAT 4 subtest assessments Determine concepts that are not mastered	1.A.1. Executive Director Leadership Team Classroom Teachers	1.A.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers monitor groups and readjust as needed	1.A.1. Printout of Florida Achieves Assessment results
2	1.A.2. Familiarity with the depth and complexity of the curriculum and its content Math anxiety Lack of desire and skills	1.A.2. Include in-depth knowledge skills which require higher order questions in lesson plans. Small group instruction on specific skills Cooperative Learning Groups	1.A.2. Executive Director Leadership Team Classroom Teachers	1.A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the depth of knowledge questions for their classroom assignments. Teachers monitor progress of student thinking and learning via class assignments	
3	1.A.3. Time Management	1.A.3. Develop an instructional calendar based on the math assessment results Relate to Multiple Intelligences Textbook Organization Online Textbooks	1.A.3. Team Leaders Classroom Teachers	1.A.3. Administration will be aware of the ongoing assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs. Teachers are aware of	1.A.3. Print out of additional assessment data

Brain Bowl		the different needs of students in regard to pacing and skill levels and adjust when needed.
FCAT Explorer		
Lunch Time Learning		

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:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 14% (31) Level 3,4,5 - 48% (102)	Level 4,5 - 16% Level 3,4,5 - 50%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	2.A.1. Lack of motivation of students to put forth additional effort Lack of materials to challenge students that are more independent	2.A.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment Informal and formal assessments WRAT 4 survey test	2.A.1. Executive Director Leadership Team Classroom Teachers	2.A.1. Review student grouping charts to ensure groups are redesigned to target student needs Teachers chart the student progress and adjust groups as needed to ensure additional progress	2.A.1. Printout of Florida Achieves Assessment results

2	2.A.2. Familiarity with the depth and complexity of the curriculum and its content Lack of comfort teaching math skills	2.A.2. Include depth of knowledge questions in lesson plans Use of sports programs as they relate to achievement and behavior Practical applications of math skills in the real world Understanding of the scope and sequence of math skills Daily Morning Math Mathematical vocabulary building	2.A.2. Executive Director Leadership Team Classroom Teachers	2.A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments Adjustment of groups and instructional strategies as needed	2.A.2. Review of student achievement on classroom assignments and results of ongoing assessments
3	2.A.3. Time Management	2.A.3. Develop an instructional calendar and instruction based on the test results in Mathematics Involve students in challenging lessons that incorporate the scope and sequence of the textbook series Additional challenges with FLVS classes in advanced math Illustrate how multiple intelligences can be used to enhance math skills Peer tutoring Algebra 1	2.A.3. Team Leader Classroom Teachers	2.A.3. Administration will be aware of the assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs. Teachers are aware of the need to meet the needs of the students who are advanced	2.A.3. Printout of assessment 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:

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65% (102)	69%

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	3.A.1. Lack of continuity in skills Student attitude Parent support	3.A.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment Informal math assessments for students WRAT 4 subtest assessment Determine concepts that are not mastered	3.A.1. Executive Director Leadership Team Classroom Teachers	3.A.1. Review student grouping charts to ensure groups are redesigned to target student needs Teachers continually monitor classroom assignments for indications of progress and adjust instruction based on this data	3.A.1. Printout of Florida Achieves Assessment results
2	3.A.2. Familiarity with the depth and complexity of the curriculum and its content Lack of understanding of the scaffolding needed to successfully learn math	3.A.2. Include depth of knowledge questions in lesson plans Small group instruction on specific skills Cooperative Learning Groups Practical application of math skills Daily Morning Math Mathematics vocabulary building	3.A.2. Executive Director Leadership Team Classroom Teachers	3.A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers monitor daily work and make adjustments when progress is noted or additional remediation is needed	3.A.2. Review of student achievement on classroom assignments and results of additional testing
3	3.A.3. Time Management	3.A.3. Develop an instructional calendar based on the additional test results in math Use multiple intelligences Textbook organization Online Textbooks Brain Bowl Lunch Time Learning	3.A.3. Team Leader	3.A.3. Administration will be aware of the ongoing assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs. Teachers will monitor the progress of the students through daily work	3.A.3. Print out of ongoing assessments

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(102)	64%

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	4.1 Lack of reading incentives Student attitude Parent support Inadequate prior knowledge skills and vocabulary	4.1 The school will utilize the assessment data to drive instruction of the students at this level. Additional assessment Multiple Intelligence Screenings Other developmental tests as needed: vision, hearing, perceptual, fine motor, etc…	Executive Director School Leadership Team Classroom Teachers Title 1 Teachers ESE Teachers	School Director in conjunction with the Leadership Team will review the assessment data. Teachers note students more effectively understanding the language and using skills to acquire more.	Printout of assessment data
	4.2 Familiarity with the depth and complexity of the curriculum and its content. Lack of specific English	4.2 Additional strategies and/or materials geared to better meet the needs of the students included in instruction.	4.2 Executive Director Leadership Team ESOL Liasion	4.2 Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for the	4.2 Continued monitoring of the assessment data and weekly review of student's progress on their

				classroom assignments.	daily assignments.
2	vocabulary.	Specific skill remediation for developmental delays. Application of depth of knowledge skills. Vocabulary building activities		Teachers observing students more comfortable with the language and using the skills to improve.	
3	4.2 Time Management	4.2 Utilize focused instruction, including use of multiple intelligences, specific skill weaknesses as determined by various assessments and monitor the progress.	4.2 Title 1 Coordinator ESOL Liasion	4.2 Administrator will be aware of the assessment and the MI of the students. He will monitor the recommendations through meetings with the team leader and classroom walkthroughs.	4.2 Effectiveness will be determined through ongoing 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 # 5A : The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	43	48	54	59	64	

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:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
White 58%(65) Hispanic 56%(20) Black 30%(10)	White 56% Exceeded AMO Target Hispanic 38% Exceeded AMO target Black 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	5.B.1. Lack of language background/vocabulary to understand math completely. Lack of motivation Lack of parental support Don't see math as a part of the real world	5.B.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment. Informal assessments ESOL assessments Peabody Picture Vocabulary Test Multiple Intelligences	5.B.1. Executive Director Leadership Team Classroom Teachers ESOL Liaison Title 1 Teachers ESE Staff	5.B.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers review data and use ESOL strategies to meet the students' needs	5.B.1. Printout of Florida Achieves Assessment results

2	5.B.2. Familiarity with the depth and complexity of the curriculum and its content Lack of knowledge of phonology, morphology, semantics, and writing	5.B.2. Include in-depth questions in lesson plans Build the math language concepts with students Work on mathematics vocabulary Put key points on charts Use short oral presentations and increase when needed Give students real life opportunities to use the math skills Use picture clues and manipulatives Success Maker	5.B.2. Executive Director Leadership Team Classroom Teachers ESOL Liaison Title 1 Teachers Paraprofessionals	5.B.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers understand the process of gaining language and use ESOL strategies to meet student need by monitoring the performance and work of the ELL's	5.B.2. Review of student achievement on classroom assignments and results of individual assessment
3	5.B.3. Time Management	5.B.3. Develop an instructional calendar based on the test results in Mathematics Peer Tutors Cooperative Groups Field Trips Use music and chart activities	5.B.3. Team Leader Classroom Teachers ESOL Liaison Title 1 Teachers ESE Specialists Paraprofessionals	5.B.3. Administration will be aware of the FOCUS assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs. Teachers monitor those teachable moments and take advantage of small steps of progress	5.B.3. Print out of FOCUS assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
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 subgroup:	
5D. Students with Disabilities (SWD) not making	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population.

satisfactory progress in mathematics.

Mathematics Goal #5D:

The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

2012 Current Level of Performance:	2013 Expected Level of Performance:
26%	37%

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	5.D.1. Lack of language background/vocabulary to understand math completely. Lack of motivation Lack of parental support Don't see math as a part of the real world	5.D.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment. Informal assessments ESOL assessments Peabody Picture Vocabulary Test Multiple Intelligences	5.D.1. Executive Director Leadership Team Classroom Teachers Title 1 Teachers ESE	5.D.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers review data and use various strategies to meet the students' needs	5.D.1. Printout of Florida Achieves Assessment results
2	5.D.2. Familiarity with the depth and complexity of the curriculum and its content	5.D.2. Include in-depth questions in lesson plans Build the math language concepts with students Work on mathematics vocabulary Put key points on charts Use short oral presentations and increase when needed	5.D.2. Executive Director Leadership Team Classroom Teachers Title 1 Teachers Paraprofessionals	5.D.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments.	5.D.2. Review of student achievement on classroom assignments and results of individual assessment
3	5.D.3. Time Management	5.D.3. Utilize focused instruction, including use of multiple intelligences, specific skill weaknesses as determined by various assessments and monitor the progress. Differentiated lesson plans and morning work. Push-in Programs	5.D.3. Title 1 Coordinator	5.D.3. Adminstrator will be aware of the assessments and the MI of the students. He will monitor the recommendtions through meetings with the team leader and classroom walkthroughs.	5.D.3. Effectiveness will be determined through ongoing assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).

2012 Current Level of Performance:	2013 Expected Level of Performance:
46%	46% Met AMO Target

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				

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:	
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 :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement				

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

End of 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				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kagan Workshop-Higher Level Thinking Skills	VPK-8	K-12 Teachers Alliance	All Teachers	October 26, 2012	Increased academic success	Executive Director
Differentiated Instruction	VPK-8	K-12 Teachers Alliance	All Teachers	January 17, 18, 19, 2012	Increasing our ability to successfully differentiate core content standards. Increase academic success (FCAT, FAIR, FOCUS,LEARN)	Executive Director
Classroom Management	VPK-8	K-12 Teachers Alliance	All Teachers	March 27, 2012	Increasing our ability to successfully maintain classroom behaviors and increase the amount of positive instruction time. Increased academic success	Executive Director

Mathematics Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Classroom Management	K-12 Teachers Alliance	Title 1	$2,730.00
Kagan Workshop (Higher Level Thinking Skills)	K-12 Teachers Alliance	Title 1	$4,499.00
			Subtotal: $7,229.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,229.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 3 - 26%(12) Level 3,4,5 - 34%(16)	Level 3 - 30% Level 3,4,5 - 38%

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	1.A.1. Lack of consistent prior knowledge in science Student attitude Parent support	1.A.1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment. Informal assessment of science concepts	1.A.1. Executive Director Leadership Team Classroom Teachers Title 1 Teachers	1.A.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers plan hands-on activities based on multiple intelligences	1.A.1. Effectiveness will be determined through frequent assessments by the leadership team. Utilize the assessment data

		Multiple Intelligences Peabody Picture Vocabulary Test if warranted	ESE Personnel	and curriculum	in this content area
2	1.A.2. Lack of familiarity of this particular subject and the importance of including it in the instructional process.	1.A.2. Include in-depth knowledge questions in lesson plans Use real life experiences of science Expand scientific vocabulary Provide hands-on activities in science Explore science concepts online Explore science concepts through science newspapers and magazines Relate these to the Naturalist Multiple Intelligence	1.A.2. Executive Director Leadership Team Classroom Teachers Title 1 Teachers ESE Personnel	1.A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers monitor the participation of the students in the hands-on activities and check the knowledge acquired	1.A.2. Weekly reviews of students' progress on their daily assignments
3	1.A.3. Lack of skills and interest in science	1.A.3. Utilizing FCAT Pre-tests and released tests to assess student progress on a monthly basis Relate area to the multiple intelligences Peer Teaching Lunch Time Learning Student Recovery Program Small Groups Brain Pop	1.A.3. Executive Director Leadership Team Classroom Teachers Title 1 Teachers ESE Specialists	1.A.3. Comparison of test results ensure gains in delinquent areas Teachers monitor effective strategies and adjust as needed Teachers monitor student interest and work to see increased participation	1.A.3. FCAT Pre-tests FOCUS tests
4	1.A.3. Lack of skills and interest in science	1.A.3. Utilizing FCAT Pre-tests and released tests to assess student progress on a monthly basis Relate area to the multiple intelligences Peer Teaching Lunch Time Learning Student Recovery Program Small Groups Brain Pop	1.A.3. Executive Director Leadership Team Classroom Teachers Title 1 Teachers ESE Specialists	1.A.3. Comparison of test results ensure gains in delinquent areas Teachers monitor effective strategies and adjust as needed Teachers monitor student interest and work to see increased participation	1.A.3. FCAT Pre-tests FOCUS tests
	1.A.3. Lack of skills and interest in science	1.A.3. Utilizing FCAT Pre-tests and released tests to assess	1.A.3. Executive Director	1.A.3. Comparison of test results ensure gains in delinquent areas	1.A.3. FCAT Pre-tests FOCUS tests

5		student progress on a monthly basis Relate area to the multiple intelligences Peer Teaching Lunch Time Learning Student Recovery Program Small Groups Brain Pop	Leadership Team Classroom Teachers Title 1 Teachers ESE Specialists	Teachers monitor effective strategies and adjust as needed Teachers monitor student interest and work to see increased participation	
6	1.A.3. Lack of skills and interest in science	1.A.3. Utilizing FCAT Pre-tests and released tests to assess student progress on a monthly basis Relate area to the multiple intelligences Peer Teaching Lunch Time Learning Student Recovery Program Small Groups Brain Pop	1.A.3. Executive Director Leadership Team Classroom Teachers Title 1 Teachers ESE Specialists	1.A.3. Comparison of test results ensure gains in delinquent areas Teachers monitor effective strategies and adjust as needed Teachers monitor student interest and work to see increased participation	1.A.3. FCAT Pre-tests FOCUS tests
7	1.A.3. Lack of skills and interest in science	1.A.3. Utilizing FCAT Pre-tests and released tests to assess student progress on a monthly basis Relate area to the multiple intelligences Peer Teaching Lunch Time Learning Student Recovery Program Small Groups Brain Pop	1.A.3. Executive Director Leadership Team Classroom Teachers Title 1 Teachers ESE Specialists	1.A.3. Comparison of test results ensure gains in delinquent areas Teachers monitor effective strategies and adjust as needed Teachers monitor student interest and work to see increased participation	1.A.3. FCAT Pre-tests FOCUS tests
8	1.A.3. Lack of skills and interest in science	1.A.3. Utilizing FCAT Pre-tests and released tests to assess student progress on a monthly basis Relate area to the multiple intelligences Peer Teaching Lunch Time Learning Student Recovery Program Small Groups Brain Pop	1.A.3. Executive Director Leadership Team Classroom Teachers Title 1 Teachers ESE Specialists	1.A.3. Comparison of test results ensure gains in delinquent areas Teachers monitor effective strategies and adjust as needed Teachers monitor student interest and work to see increased participation	1.A.3. FCAT Pre-tests FOCUS tests

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) Any subgroup that is 90% or higher can maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.

2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 9%(4) Level 3,4,5 - 34%(16)	Level 4,5 - 13% Level 3,4,5 - 38%

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>2.A.1.
Lack of knowledge in this particular area because of non-consistent teaching

Lack of interest in the subject because there is no relation made to the real world

Student attitude

Parent support</td><td>2.A.1.
Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment

Informal Inventories for Science

Multiple Intelligences

Science Lab</td><td>2.A.1.
Executive Director

Leadership Team

Classroom Teachers

ESE Specialists</td><td>2.A.1.
Review student grouping charts to ensure groups are redesigned to target student needs

Teacher to monitor opportunities to expand on the textbook knowledge with hands-on projects</td><td>2.A.1.
Effectiveness will be determined through frequent assessments by the leadership team</td></tr>
<tr><td></td><td>2.A.2.
Lack of familiarity with particular subject and</td><td>2.A.2.
Include in-depth knowledge (higher</td><td>2.A.2.
Executive Director</td><td>2.A.2.
Teachers will have ongoing communication</td><td>2.A.2.
Weekly reviews of students'</td></tr>
</table>

2	the importance of including it in the instructional process	order) questions in lesson plans Use real life experiences of science Expand scientific vocabulary Provide hands-on activities in science Explore science concepts online Explore science concepts through science newspapers and magazines Relate these to the Naturalist Multiple Intelligence Student Projects	Leadership Team Classroom Teachers ESE Specialists	with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers will monitor classroom work and the interest of the students and adjust the instruction with these facts in mind. Stretch beyond their comfort zone	progress on their daily assignments
3	2.A.3. Time constraints	2.A.3. Utilizing FCAT and FOCUS Pre-tests and released tests to assess student progress on a monthly basis Relate areas to the multiple intelligences Peer Teaching Lunch Time Learning Small Groups Science Fair Cooperative Learning Brain Pop Explore online sources of information Advanced scientific projects Science Lab Field Trips to local science areas	2.A.3. Executive Director Leadership Team Classroom Teachers ESE Specialists	2.A.3. Comparison of test results ensure gains in delinquent areas Teachers use data to provide challenges for these students that involve real world projects, and local community sources	2.A.3. FCAT Pre-tests FOCUS 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
No Data Submitted						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	K-12 Teachers Alliance	Title 1	$1,200.00
			Subtotal: $1,200.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,200.00

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 3.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 3.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74%(40)	78%

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	1.A.1. Familiarity with the writing standards and scoring rubrics Lack of vocabulary to express thoughts in writing Lack of interest in writing	1.A.1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment in the writing process. Sample writing prompt Written classroom assignments Writing rubrics	1.A.1. Executive Director Leadership Team Classroom Teachers ESE Personnel Title 1 Teachers	1.A.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teacher utilizes written performances to analyze student abilities and problem areas and then adjust instruction based on this data.	1.A.1. Effectiveness will be determined through frequent assessment by the Director Peer reviews
2	1.A.2. Familiarity with the writing standards and scoring rubrics Lack of understanding of the writing process and different types and levels of writing	1.A.2. Include in-depth knowledge questions and the reading/writing connection in the lesson plans Develop vocabulary specific to writing Provide multiple ways to write across the curriculum Learn the basic organizational patterns of writing Set purposes for writing effectively in many circumstances	1.A.2. Executive Director Leadership Team Classroom Teachers ESE Personnel Title 1 Teachers	1.A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers to monitor student progress their lesson plans and the students' performance and reaction to the instruction and modify these plans as appropriate.	1.A.2. Review of student achievements on classroom assignments Products relating to a variety of writing prompts
3	1.A.3. Time Management Lack of understanding of the writing process and different types and levels of writing	1.A.3. Weekly writing prompts Prompts will pertain to specific purposes, content, and abilities Cooperative writing Progressive writing Individual writing	1.A.3. Classroom Teachers	1.A.3. Monitoring of improvement levels on student by student basis Teachers monitor student progress through different writing activities and remediate or enhance instruction based on	1.A.3. Utilizing different staff members to ensure adequate progress Peer reviews

			these samples	
	Authentic formal writing-thank you to community for donations			

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:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
15%(8)Students Scoring 4.0 or Higher on FCAT Writing	35%

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	1.B.1. Familiarity with the writing standards and scoring rubrics Lack of vocabulary to express thoughts in writing Lack of interest in writing	1.B.1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment in the writing process Sample writing prompts Written class assignments Writing rubrics	1.B.1. Executive Director Leadership Team Classroom Teachers ESE Teachers	1.B.1. Review student grouping charts to ensure groups are redesigned to target student needs Teachers monitor the assessment activities and adjust instruction and instructional groups as needed	1.B.1. Effectiveness will be determined through frequent assessments by the director Peer reviews
2	1.B.2. Familiarity with the writing standards and scoring rubrics Lack of understanding the different purposes and types of writing	1.B.2. Include in-depth knowledge questions and the reading/writing connection in the lesson plans Develop vocabulary specific to writing Provide multiple ways to write across the curriculum Learn the basic organizational patterns of writing Set purposes for writing effectively in many circumstances	1.B.2. Executive Director Leadership Team Classroom Teachers ESE Teachers	1.B.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers monitor writing samples to locate problems and make adjustments to instruction	1.B.2. Review of student achievements on classroom assignments Peer reviews
	1.B.3. Lack of understanding of the writing process and different types and levels of writing.	1.B.3. Weekly writing prompts Prompts will pertain to specific purposes, content, and abilities	1.B.3. Executive Director Leadership Team	1.B.3. Monitoring of improvement levels on student by student basis	1.B.3. Utilizing different staff members to ensure adequate progress

| 3 | Lack of seeing a purpose for writing

Motor skill difficulty | Cooperative writing

Progressive writing

Individual writing

Authentic formal writing-thank you to community for donations | Classroom Teachers

Title 1 Teachers

ESE Teachers | Teachers adjust instruction and expectations based on these samples | |

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
Differentiated Instruction	VPK-8	K-12 Teachers Alliance	All Teachers	January 17, 18, 19, 2012	Increasing our ability to successfully differentiate core content standards	Executive Director
Kagan Workshop (Higher Level Thinking Skills)	VPK-8	K-12 Teachers Alliance	All Teachers	October 26, 2012	Increasing academic support	Executive Director

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

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

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

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

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

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

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

Civics Budget:

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

End of Civics Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	ATTENDANCE GOAL – RATE For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is less than 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or greater, the school will maintain or increase the percentage. ATTENDANCE GOAL- ABSENCES By the year 2013, there will be a decrease of students who are absent ten or more days. When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease . ATTENDANCE GOAL- TARDY By the year 2013, there will be a decrease of students who are Tardy ten or more days. When 30% or more of the students have ten or more Tardies annually, there will be a minimum of a 4 percentage point decrease. If less than 30% of the students have ten or more Tardies annually, there will be a minimum of a 2 percentage point decrease. If the current percent of Tardies is 10% or less, the school can maintain or decrease the percentage.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

95.1% (325/342)	97.1%	

2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
106	99

2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
17	10

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	1.1. Funding Source Parents don't see the importance of having their student in school every day. Transportation issues	1.1. Implement a positive attendance reward system to recognize increases in student attendance for target students. Certificates are awarded for attendance Names are mentioned on the Morning News Awards for best attendance Bulletin board to promote attendance	1.1. Executive Director Guidance Counselor Classroom Teachers Title 1 Teachers ESE Teachers	1.1. Monitor attendance data on a monthly basis	1.1. Attendance data
2	1.2. Economic challenges for the community Parents have transportation difficulty	1.2. Provide community outreach resources and supports where needed Food bank available for families Holiday special help Parent Empowerment Festival	1.2. Guidance Counselor	1.2. Monitor attendance data on a monthly basis and make parent calls/visits as needed	1.2. Attendance data
3	1.3. Parents can't afford health care	1.3. Health issues- make parents/students aware of preventative measures	1.3. School Nurse	1.3. Alert parents to prevent the spread of illness	1.3. Attendance 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						

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:	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
14	14
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
6	6

2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions		
15		15		
2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School		
9		9		

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	1.1. Students don't like school Parents don't stress good behavior and/or support the schools programs	1.1. Recognize and reward positive behavior Pizza/popcorn/special parties for students who achieve reading goals Art work is displayed in the community Reading charts show success Classroom competitions	1.1. Classroom Teacher Dean of students	1.1. Monthly review of discipline data	1.1. Discipline data
2	1.2. Students don't know what behavior is expected of them Students don't have good role models Parents lacking parenting skills	1.2. Clearly communicate expectations and use common school language Create bulletin boards around the school the school expressing the expectations Classroom community sessions to build community Student Council Involvement Sports program rewards behavior and academic achievements	1.2. Leadership Team	1.2. Monthly review of discipline data	1.2. Discipline data
3	1.3. Parents not in contact with the school Parents feel uncomfortable in the school Parents do not speak English Parents give inaccurate contact information	1.3. Increase positive parent communication Weekly/monthly reports are available online through Teacherease Parent requested reports are sent home Shout outs to students showing improvement Provide translators	1.3. All school personnel	1.3. Review parent conferences and communication notes	1.3. Discipline data

		Parents welcomed at all times			

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:	Suncoast School for Innovative Studies strives to celebrate and recognize each individual child so that all students will achieve their full intellectual and social potential. Family committment to the learning process as the use of multi-groupings and multi-modality teaching, will help develop in each child a love of learning and the

ability to engage in critical thinking and a mastery of comprehensive academics. Families and the larger community will be partners in the achievement of the students. Specifically, parents are considered partners in this educational process and every effort will be made to elicit their interest and support in helping their child(ren) become all they can be.

2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
76%	80%

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	1.1 Parents not able to attend because of work committments

Parents do not see the connection between these activites and school success

Lack of transportation

Lack of child care | 1.1 To improve the parent participants in school wide activities in order to have better communication between home and school

Activities would include:

Parking Lot communications

Weekly newsletters

Various reading incentives

Agenda books

Website information | 1.1 Executive Director

Title 1 Parent Coordinator

Leadership Team

Lead Teachers | 1.1 Number of parents that attend the various planned meetings

Staff members remind parents of meetings and special news

Parents attend more consistently

Parents indicate they have read something on the internet

Parents consistently sign the agenda books | 1.1 Sign-in sheets

Student effort increases because they know the parents like good reports

The agenda book process becomes second nature to students |
| 2 | 1.2 Parents do not see the value of being a partner with the school

Parents feel they do not have the skills to help their student(s)

Parents do not have the resources to effectively help their student(s) | 1.2 To train parents in strategies they can use to support their student (s)

Health Week FCAT Explorer Night Math Game Night Book Adventures Science Fair Art Displays/Units | 1.2 Title 1 Coordinator

All School Personnel | 1.2 The attendance at these specialized training sessions

Health- learn healthy habits and parents share professions

Parents learn strategies to use the FCAT Explorer

All events have a curriculum agenda, and parents learn more about these areas | 1.2 Sign-in Sheets

Students show interest in healthy living

Students/parents work together on projects

Parents become familiar with the curriculum their students are studying

Parents learn to use effective strategies |
| 3 | 1.3 Parents do not have time to take part in these offerings

Parents think they have nothing to offer

Some students may see them as a waste of time | 1.3 To actively increase the parent-volunteer program working toward the 5 Star School Award

Activities would include:

Vocabulary Parade | 1.3 Pals Coordinator

Executive Director

Classroom teachers are the key personnel to facilitate these clubs | 1.3 The number of volunteers increases:

Vocabulary Hats are made and parade takes place

Parents come in to share their careers with students | 1.3 Volunteer Sign-In Book

Parents make presentations

Increased presentations and membership |

		Career Share Clubs: Art, Girl Scouts, Cooking, etc...		Many students take part in these parent-led clubs	

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- Title 1	All Levels	Ms. Kephart Ms. Melendy	All parents, teachers, and staff	Ongoing	Reflection on input from parents, additional sessions based on needs	Executive Director Title 1 Coordinator
Strategies- Needs Assessments	All Levels	Staff	Teachers and staff	Ongoing	A list of strategies prepared	Executive Director Title 1 Coordinator Leadership Team
Increase volunteers	All Levels	Ms. Jen	All teachers and staff	Ongoing	A list of services needed to be filled, ie jobs that need to be done	Volunteer Coordinator

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Presenter	Improve parent-teacher communication Help students to be academically successful	Title 1	$2,200.00
		Subtotal:	$2,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Parents learn how to use computers for assistance at home (FOCUS, FCAT Explorer)	Specific Curriculum Nights- Parent Meetings	N/A	$0.00
Parents learn how to access student data through Crosspoint and SIS	Four times a year Parent-Teacher Conferences	N/A	$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:	$2,200.00

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:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

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

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

Other

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

End of CTE Goal(s)

Additional Goal(s)

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
Parent Involvement	Professional Presenter	Improve parent-teacher communication Help students to be academically successful	Title 1	$2,200.00
				Subtotal: $2,200.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	Parents learn how to use computers for assistance at home (FOCUS, FCAT Explorer)	Specific Curriculum Nights- Parent Meetings	N/A	$0.00
Parent Involvement	Parents learn how to access student data through Crosspoint and SIS	Four times a year Parent-Teacher Conferences	N/A	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Classroom Management	K-12 Teachers Alliance	Title 1	$2,240.00
Reading	Kagan Workshop (Higher Level Thinking Skills)	K-12 Teachers Alliance	Title 1	$4,499.00
Mathematics	Classroom Management	K-12 Teachers Alliance	Title 1	$2,730.00
Mathematics	Kagan Workshop (Higher Level Thinking Skills)	K-12 Teachers Alliance	Title 1	$4,499.00
Science	Common Core Training	K-12 Teachers Alliance	Title 1	$1,200.00
				Subtotal: $15,168.00

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: $17,368.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 10/22/2012)

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

Monthly meetings

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District
SUNCOAST SCHOOL FOR INNOVATIVE STUDIES
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	71%	62%	80%	51%	264	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	64%	56%			120	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?	73% (YES)	74% (YES)			147	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					531	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Sarasota School District
SUNCOAST SCHOOL FOR INNOVATIVE STUDIES
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	58%	70%	39%	226	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	51%	52%			103	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?	61% (YES)	50% (YES)			111	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					440	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested