FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: GARDEN ELEMENTARY SCHOOL

District Name: Sarasota

Principal: John R. McQueen

SAC Chair: Melanie Buckalter
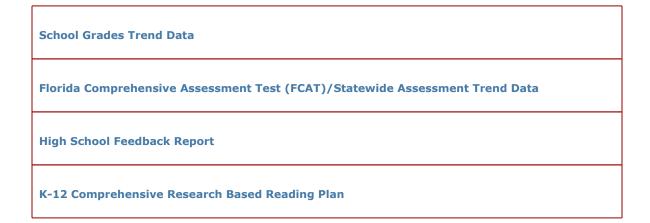
Superintendent: Lori White

Date of School Board Approval:

Last Modified on: 10/9/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	John R. McQueen	BS Education MS Administration/ Supervision El Ed 1-6 School Principal K-12 ESOL Endorsement Gifted Endorsement	7	11	06-07 A 81% Reading gains 65% Math gains 67% lower quartile gains 07-08 A 92% Reading gains 72% Math gains 65% lower quartile gains 08-09 A 70% Reading gains 58% math gains 54% lower quartile gains 09-10 B 61% Reading gains 52% math gains 47% lower quartile gains 10-11 B 76% Reading gains 60% math gains 43% lower quartile gains 11-12 A 74% Reading gains 74% math gains 69% lower quartile gains

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 Applicab
1	1. Weekly PLC meetings are held to share best practices, discuss struggling students and refer them to RTI/MTSSS/ SWST. 2. RTI in-service over 12 sessions to familiarize staff with successful Response to Intervention strategies and create a workable model applicable to Garden students' unique needs.	Principal/ Curriculum Leaders Principal	May 2013 March 2013	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
39	2.6%(1)	12.8%(5)	33.3%(13)	51.3%(20)	87.2%(34)	0.0%(0)	5.1%(2)	7.7%(3)	56.4%(22)

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
Camille Hilliard	September Kelly	Mrs. Hilliard is a highly experienced educator, Lead SCIP mentor, and meticulous with details.	1. SCIP program 2. weekly mentee conferences 3. bi-monthly observations
Camille Hilliard	Debbie Kasapakis	Mrs. Hilliard is a highly experienced educator, Lead SCIP mentor, and meticulous with details.	1. SCIP program 2. weekly mentee conferences 3. bi-monthly observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team
Identify the school-based MTSS leadership team.

John McQueen Principal

Camille Hilliard

Gabrielle O'Berry

Aimee Vilamere

Richard Mather

Sarah Sawyer

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 principal, TOSA, and school counselor meet weekly to discuss students of concern. If the team agrees the student is referred to the SWST team for discussion. The principal, TOSA, and school counselor meet with one or more assigned grade levels at PLC's to monitor implementation of interventions, 504's, BIP's and FBA's. Most of the initial work is accomplished in the PLC. If Tier 2 interventions are not working or a student needs to progress to Tier 3 they are typically referred to the weekly scheduled MTSSS/SWST meeting.

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

The weekly support team meetings identify areas of concern and areas in need of improvement. Support team involvement in the 12 sessions RTI in-service provides ground floor involvement in the RTI process. This embedded involvement in the MTSSS process fueled the development of the SIP. Weekly support team meetings ensure SIP is implemented with fidelity.

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.

Reading; FAIR, Theme tests

Math: District benchmark tests, Envision

Science: Focus

Behavior: PBS plan, Garden Infraction Reports, County Referrals

Describe the plan to train staff on MTSS.

12 sessions of on-line in-service on "How to Successfully Implement RTI" provided by Onlineprofessionaldevelopment.com in combination with face to face faculty forums to discuss Garden's implementation will run from September through March. Concepts are based on "Ultimate RTI" by Pat Quinn, national consultant on RTI implementation.

Describe the plan to support MTSS.

The principal, TOSA, and school counselor meet weekly to discuss students of concern. If the team agrees the student is referred to the SWST team for discussion. The principal, TOSA, and school counselor meet with one or more assigned grade levels at PLC's to

monitor implementation of interventions, 504's, BIP's and FBA's. Most of the initial work is accomplished in the PLC. If Tier 2 interventions are not working or a student needs to progress to Tier 3 they are typically referred to the weekly scheduled MTSSS/SWST meeting.

Literacy Leadership Team (LLT)

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

John McQueen

Camille Hilliard

Gabrielle O'Berry

Melissa Bradica

Donna Dunbar

Diana Mitchell

Lori Kern

Susan Ionescu

Rachel Hallman

Carol Tausan

Carmen Serrano

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

Bi-monthly meetings of the Curriculum Leaders address all literacy concerns and initiatives. Minutes are documented and shared at weekly PLC meeting with the grade level curriculum leader facilitating.

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

1. Identifying and advising on adoption of district wide new Reading series.

2. Identifying, implementing, and disaggregating progress monitoring data.

3. Identifying, monitoring, and addressing interventions for the lowest quartile of students.

Public School Choice

- Supplemental Educational Services (SES) Notification
  No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

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

*High Schools Only

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. **Reading Goal #1a:**	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 - 29%(88) Level 3,4,5 - 75% (226)	Level 3 - 33% Level 3,4,5 - 79%
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. Extremely limited funding for teacher in-service and training. 2. Historical tendency for lower quartile to score significantly lower than their peers.	1. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities. 2.Establish "At-Risk" data sheets for all identified lower quartile students that includes their picture and all available progress monitoring data. These will be distributed to all stake holders who have academic contact with these students and will be updated during each progress monitoring window.	1.Principal 2. Principal TOSA Counselor	1. Feedback from collaborative faculty forums and PLC's 2. Progress monitoring data and graphs, PLC discussions.	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully" 2. FCAT, Fair, District benchmark assessments.

2	3. Focus on struggling lower quartile students frequently limits the enrichment opportunities for the higher achieving students.	3. Establishment of an intervention/enrichment block to address the data driven needs of the lower quartile and higher achieving students.	3. Principal Curriculum Leaders and classroom teachers.	3. Feedback from teachers, parents, and students. standardized test results and climate survey.	3. Standardized test results and climate survey.

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:**	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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 four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
Level 4,5 - 46%(138) Level 3,4,5 - 75% (226)	Level 4,5 -58% Level 3,4,5 - 79%
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. Extremely limited funding for teacher in-service and training.	1. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities.	1. Principal	1.Feedback from collaborative faculty forums and PLC's	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully"
2	2. Focus on struggling lower quartile students frequently limits the enrichment opportunities for the higher achieving students.	2. Establishment of an intervention/enrichment block to address the data driven needs of the lower quartile and higher achieving students.	2. Principal Curriculum Leaders and classroom teachers.	2. Feedback from teachers, parents, and students	standardized test results and climate survey.

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:**	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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:**
71%(132)	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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Extremely limited funding for teacher in-service and training. 2. Historical tendency for lower quartile to score significantly lower than their peers.	1. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities. 2.Establish "At-Risk" data sheets for all identified lower quartile students that includes their picture and all available progress monitoring data. These will be distributed to all stake holders who have academic contact with these students and will be updated during each progress monitoring window.	1.Principal 2. Principal TOSA Counselor	1.Feedback from collaborative faculty forums and PLC's 2. Progress monitoring data and graphs, PLC discussions	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully" 2. FCAT, Fair, District benchmark 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:**
63%(32)	67%
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	Focus on struggling lower quartile students frequently limits the enrichment opportunities for the higher achieving students.	Establishment of an intervention/enrichment block to address the data driven needs of the lower quartile and higher achieving students.	Principal Curriculum Leaders and classroom teachers.	Feedback from teachers, parents, and students. standardized test results and climate survey.	Standardized test results and climate survey.

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # 5A :					
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 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 77%(186) Hispanic 75%(19)	White 80% Hispanic 90%					
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	Extremely limited funding for teacher in-service and training.	Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities.	Principal	Feedback from collaborative faculty forums and PLC's	on-line quizzes supplied by on line in-service "Implementing RTI Successfully"

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:**		
40%(10)			62%		
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	. Extremely limited funding for teacher in-service and training. 2. Historical tendency for lower quartile to score significantly lower than their peers.	Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities. 2.Establish "At-Risk" data sheets for all identified lower quartile students that includes their picture and all available progress monitoring data. These will be distributed to all stake holders who have academic contact with these students and will be updated during each progress monitoring window.	1.Principal 2. Principal TOSA Counselor	1.Feedback from collaborative faculty forums and PLC's 2. Progress monitoring data and graphs, PLC discussions.	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully" 2. FCAT, Fair, District benchmark 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:	

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:**
75%	81%
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
Lesson Study	Grade 2	Suzanne Naiman	5 Grade 2 teachers	on-going during the school year, during the duty day.	PLC discussion/ Faculty meeting presentation	Principal

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
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 **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 - 37%(109) Level 3,4,5 - 68%(202)	Level 3 - 41% Level 3,4,5 - 72%
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. Extremely limited funding for teacher in-service and training. 2. Historical tendency for lower quartile to score significantly lower than their peers.	1. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities. 2.Establish "At-Risk" data sheets for all identified lower quartile students that includes their picture and all available progress monitoring data. These will be distributed to all stake holders who have academic contact with these students and will be updated during each progress monitoring window.	1.Principal 2. Principal TOSA Counselor	1.Feedback from collaborative faculty forums and PLC's 2. Progress monitoring data and graphs, PLC discussions.	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully" 2. FCAT, Fair, District benchmark assessments.

2	3. Focus on struggling lower quartile students frequently limits the enrichment opportunities for the higher achieving students.	3. Establishment of an intervention/enrichment block to address the data driven needs of the lower quartile and higher achieving students.	3. Principal Curriculum Leaders and classroom teachers.	3. Feedback from teachers, parents, and students. standardized test results and climate survey.	3. Standardized test results and climate survey.

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:**	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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 - 31%(93) Level 3,4,5 - 68%(202)	Level 4,5 - 33% Level 3,4,5 - 70%	
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. Extremely limited funding for teacher in-service and training.	1. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities.	1. Principal	1.Feedback from collaborative faculty forums and PLC's	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully"
2	2. Focus on struggling lower quartile students frequently limits the enrichment opportunities for the higher achieving students.	2. Establishment of an intervention/enrichment block to address the data driven needs of the lower quartile and higher achieving students.	2. Principal Curriculum Leaders and classroom teachers.	2. Feedback from teachers, parents, and students	standardized test results and climate survey.

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:**	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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:**
69% (129)	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
1	1. Extremely limited funding for teacher in-service and training. 2. Historical tendency for lower quartile to score significantly lower than their peers.	1. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities. 2.Establish "At-Risk" data sheets for all identified lower quartile students that includes their picture and all available progress monitoring data. These will be distributed to all stake holders who have academic contact with these students and will be updated during each progress monitoring window.	1.Principal 2. Principal TOSA Counselor	1.Feedback from collaborative faculty forums and PLC's 2. Progress monitoring data and graphs, PLC discussions	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully" 2. FCAT, Fair, District benchmark 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 lower quartile.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
62% (29)	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

1	1. Extremely limited funding for teacher in-service and training. 2. Historical tendency for lower quartile to score significantly lower than their peers.	. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities. 2.Establish "At-Risk" data sheets for all identified lower quartile students that includes their picture and all available progress monitoring data. These will be distributed to all stake holders who have academic contact with these students and will be updated during each progress monitoring window.	1.Principal 2. Principal TOSA Counselor	1.Feedback from collaborative faculty forums and PLC's 2. Progress monitoring data and graphs, PLC discussions	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully" 2. FCAT, Fair, District benchmark 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 :					
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:**	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:**					
Hispanic 69%(17) White 70%(169)	Hispanic 79% White 75%					

	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	Extremely limited funding for teacher in-service and training.	Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided	Principal	Feedback from collaborative faculty forums and PLC's	on-line quizzes supplied by on line in-service "Implementing RTI Successfully"

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 satisfactory progress in mathematics. **Mathematics 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:**
31%	53%
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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. Extremely limited funding for teacher in-service and training. 2. Historical tendency for lower quartile to score significantly lower than their peers.	Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities. 2.Establish "At-Risk" data sheets for all identified lower quartile students that includes their picture and all available progress monitoring data. These will be distributed to all stake holders who have academic contact with these students and will be updated during each progress monitoring window.	1.Principal 2. Principal TOSA Counselor	.Feedback from collaborative faculty forums and PLC's 2. Progress monitoring data and graphs, PLC discussions	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully" 2. FCAT, Fair, District benchmark 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:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. **Mathematics 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:**
66%	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

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						

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**
No Data	No Data	No Data	$0.00
Subtotal: $0.00			
Other			

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

Elementary 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 - 41% (45) Level 3,4,5 - 61% (67)	Level 3 - 45% Level 3,4,5 - 65%
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. Extremely limited funding for teacher in-service and training. 2. Historical tendency for lower quartile to score significantly lower than their peers.	1. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities. 2.Establish "At-Risk" data sheets for all identified lower quartile students that includes their picture and all available progress monitoring data. These will be distributed to all stake holders who have academic contact with these students and will be updated during each progress monitoring window.	1.Principal 2. Principal TOSA Counselor	1.Feedback from collaborative faculty forums and PLC's 2. Progress monitoring data and graphs, PLC discussions.	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully" 2. FCAT, Fair, District benchmark assessments.

2	3. Focus on struggling lower quartile students frequently limits the enrichment opportunities for the higher achieving students.	3. Establishment of an intervention/enrichment block to address the data driven needs of the lower quartile and higher achieving students.	3. Principal Curriculum Leaders and classroom teachers.	3. Feedback from teachers, parents, and students. standardized test results and climate survey.	3. Standardized test results and climate survey.

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:**	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

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

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

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 - 20% (22) Level 3,4,5 - 61% (67)	Level 4,5 - 24% Level 3,4,5 - 65%
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. Extremely limited funding for teacher in-service and training.	1. Supplement reduced Title 2 dollars with internal funds generated by rentals etc. to provide strategic in-service in MTSSS/RTI and utilize other district provided opportunities.	1. Principal	1.Feedback from collaborative faculty forums and PLC's	1.on-line quizzes supplied by on line in-service "Implementing RTI Successfully"
2	2. Focus on struggling lower quartile students frequently limits the enrichment opportunities for the higher achieving students.	2. Establishment of an intervention/enrichment block to address the data driven needs of the lower quartile and higher achieving students.	2. Principal Curriculum Leaders and classroom teachers.	2. Feedback from teachers, parents, and students	standardized test results and climate survey.

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:	By the year 2013, there will be a minimum of a two percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (at identified level). There will be a minimum of a one percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (at identified level).
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				

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

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

PD Content /Topic and/ or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Science In-service	Grades 3-5	Brad Porinchak	1 3rd grade teacher 1 4th grade teacher 1 5th grade treachery	Wednesday 10/3/12	PLC discussions	Principal

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
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 **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:**
96%(96)	96%
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. Extremely limited funding for teacher in-service and training.	1. send 4th grade teachers to Collins Education Associates Writing Conference in Ft. Myers. 2. create school wide writing committee and utilize 4th grade teachers as train the trainers to relay strategies from Collins conference. 3. Continue monthly K-5 "Garden Writes" assessments matched to grade level appropriate rubrics.	Principal	monthly writing assessments and PLC reports	FCAT Writes 2.o results

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:**
36%(36)	40%
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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
FCAT Writes	K-5	Curriculum Leaders	send 4th grade teachers to Collins Education Associates Writing Conference in Ft. Myers.	November 13, 2012	formation of writing committee with K-5 representation.	Principal Curriculum Leaders

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*

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:**
95.5% (624/653)	97.5%
2012 Current Number of Students with Excessive Absences (10 or more)	**2013 Expected Number of Students with Excessive Absences (10 or more)**
182	169
2012 Current Number of Students with Excessive Tardies (10 or more)	**2013 Expected Number of Students with Excessive Tardies (10 or more)**

143	130
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Attendance Budget:

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

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

End of **Attendance** *Goal(s)*

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension **Suspension Goal #1:**	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**
12	12
2012 Total Number of Students Suspended In-School	**2013 Expected Number of Students Suspended In-School**
11	11
2012 Number of Out-of-School Suspensions	**2013 Expected Number of Out-of-School Suspensions**
20	20
2012 Total Number of Students Suspended Out-of-School	**2013 Expected Number of Students Suspended Out-of-School**
12	12
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

Suspension Budget:

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

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

*End of **Suspension** Goal(s)*

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement **Parent Involvement Goal #1:** *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	
2012 Current Level of Parent Involvement:	**2013 Expected Level of Parent Involvement:**
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						

Parent Involvement Budget:

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

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

End of *Parent Involvement* Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

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

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

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

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

STEM Budget:

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

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

*End of **STEM** Goal(s)*

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

Priority   Focus   Prevent   NA

Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/8/2012)

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.

No. Disagree with the above statement.

If NO, describe the measures being taken to Comply with SAC Requirement

Solicitation of SAC members was attempted at PTSO meetings, New
Family Orientation, and Kindergarten Boo Hoo Breakfast.

Describe projected use of SAC funds	Amount
No data submitted	

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

Review of SIP

Review and consensus of annual staffing budget

Financial support of Character Ed and Renaissance programs

AYP DATA

SCHOOL GRADE DATA

No Data Found

Sarasota School District GARDEN ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	92%	91%	91%	77%	351	**Writing and Science:** Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	60%			136	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?	67% (YES)	43% (NO)			110	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					597	
Percent Tested = 100%						Percent of eligible students tested

School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Sarasota School District GARDEN ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	85%	84%	68%	326	**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	61%	52%			113	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?	47% (NO)	68% (YES)			115	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					554	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested