FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: EARLY EDUCATION CENTER

District Name: DeSoto

Principal: Dr. Sharon T. Goodman

SAC Chair: Mrs. Renee Tanner

Superintendent: Adrian H. Cline

Date of School Board Approval:

Last Modified on: 9/28/2012



Gerard Robinson, Commissioner Florida Department of Education 325 West Gaines Street Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor K-12 Public Schools 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	Dr.Sharon Goodman	B.S.Early Childhood Ed and Elem. Ed. M.S. in Administration and Supv.K-12 Ed.S.Early Childhood Ed. Doctorate in Ministry	23	23	

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 submit	ted				

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	The state of the s	Dr. Goodman, Principal	Upon vacancy	
2	3	Dr. Goodman, Principal	Each school year	
3	Make certain that teachers' needs are met in order to ensure proper implementation of curriculum based on the VPK state standards.		Each School year	
4	Provide support for teachers	Dr. Goodman	Each School Year	
5				

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	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 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers
15	0.0%(0)	13.3%(2)	60.0%(9)	20.0%(3)	13.3%(2)	13.3%(2)	0.0%(0)	0.0%(0)	13.3%(2)

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	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
No data submitted			

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. Don't D
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Proventian Programs
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Gareer and Teermiear Education
Job Training
Other

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

School-based MTSS/RtT Team————————————————————————————————————
dentify the school-based MTSS leadership team.
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it worl with other school teams to organize/coordinate MTSS efforts?
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement blan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
The goal of the school improvement plan is that children exit our school "ready for kindergarten as evidenced by their score on the Kindergarten readiness test and the VPK assessment scores.
MTSS Implementation Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics,
cience, writing, and behavior.
The Early Learning Accomplishment Profile, The Learning Accomplishment Profile, The Ages and Stages Parent Questionnaire, and the VPK assessment are all used in gathering data on student achievement in pre-reading, early mathematics, pre-writing, early science and behavioral skills.
Describe the plan to train staff on MTSS.
Describe the plan to support MTSS.
iteracy Leadership Team (LLT)
School-Based Literacy Leadership Team
dentify the school-based Literacy Leadership Team (LLT).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
What will be the major initiatives of the LLT this year?

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.

Parents of students who will transition from DeSoto Early Childhood Center into the three elementary schools will have the opportunity to participate in parent orientations and Kindergarten Round up. DECC staff will transfer student portfolios(cum folders) on each child which will include the VPK pre,mid,and post assessments, LAP's, Ages and Stages questionnaire, a sample of the child's work from the beginning, middle and end of the year, IEP,progress reports, and report card.

*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.

NA

*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?

NA

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?

NA

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 <u>High School Feedback Report</u>

NA

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:

Based on the analysis of of improvement for the fo		data, and refere	nce to "G	Guiding Questions", ident	ify and define areas in need
1a. FCAT2.0: Students sreading.	scoring at Achieven	nent Level 3 in			
Reading Goal #1a:					
2012 Current Level of P	Performance:	2	2013 Exp	pected Level of Perforn	nance:
	Problem-Solvir	ng Process to In	crease S	itudent Achievement	
Anticipated Barrier	Person Position Respon for Monito	on Determine Effectiveness of Strategy			
		No Data Si	ubmitted		
Based on the analysis of of improvement for the formula. The Florida Alternate As Students scoring at Lev Reading Goal #1b:	ssessment:		nce to "G	Guiding Questions", ident	ify and define areas in need
2012 Current Level of P	Performance:	2	2013 Εχρ	pected Level of Perforn	nance:
	Problem-Solvir	ng Process to In	crease S	Student Achievement	
Anticipated Barrier	Strategy	Person Position Respons for Monito	on Insible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Si	ubmitted		
Based on the analysis of of improvement for the fo		data, and refere	nce to "G	Guiding Questions", ident	ify and define areas in need
2a. FCAT 2.0: Students Level 4 in reading.	scoring at or above	e Achievement			
Reading Goal #2a:					

2012 Current Level of	Performance:		2013 Expected Level of Performance:				
	Problem-Solving	g Process to I	ncrease St	udent Achievement			
for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
		'	Submitted				
Based on the analysis of of improvement for the factorida Alternate Astudents scoring at or	ollowing group:		rence to "Gu	uiding Questions", identii	fy and define areas in nee		
reading. Reading Goal #2b:							
2012 Current Level of	Performance:		2013 Exp	ected Level of Perform	nance:		
	Problem-Solving	g Process to I	ncrease St	udent Achievement			
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		<u> </u>	Submitted				
Based on the analysis of of improvement for the f		data, and refer	rence to "Gu	uiding Questions", identii	fy and define areas in need		
3a. FCAT 2.0: Percenta gains in reading. Reading Goal #3a:	ige of students makir	ng learning					
2012 Current Level of	Performance:		2013 Expected Level of Performance:				
	Problem-Solving	g Process to I	ncrease St	udent Achievement			
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	•	<u>'</u>	Submitted				

Based on the a	nalysis of s t for the fol	tudent achievem lowing group:	ent data, and	d refere	nce to "Gı	uiding Ques	tions", identify	and (define areas in need
	Bb. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.								
Reading Goal	#3b:								
2012 Current	2012 Current Level of Performance:				2013 Exp	ected Leve	el of Performa	nce:	
		Problem-So	Iving Proces	ss to In	crease St	tudent Ach	ilevement		
Anticipated Barrier Strategy Resp for			Person Position Respons for Monitor	on Insible	Process L Determin Effective Strategy	е	Eval	luation Tool	
	No Data								
Based on the a			ent data, and	d refere	nce to "Gı	uiding Ques	tions", identify	and o	define areas in need
4. FCAT 2.0: P making learni		of students in l reading.	Lowest 25%						
Reading Goal	#4:								
2012 Current	Level of Pe	erformance:		2	2013 Exp	ected Leve	el of Performa	nce:	
		Problem-So	Iving Proces	ss to In	crease St	tudent Ach	ilevement		
Anticipated B	Posi Anticipated Barrier Strategy Resp for			Person Position Respon for Monito	on ensible	Determine Effectiveness of Strategy			luation Tool
			No	Data Si	ubmitted				
Based on Ambi	tious but A	chievable Annual	Measurable	Objectiv	ves (AMOs), AMO-2, I	Reading and Ma	ath Pe	erformance Target
5A. Ambitious k Measurable Obj school will redu by 50%.	jectives (AN	лОs). In six year	Reading Goz	al #					<u> </u>
Baseline data 2010-2011	2011-201	2 2012-2013	2013-2	014	2014	4-2015	2015-2016	5	2016-2017
					—				

Based on the analysis of of improvement for the f		lata, and refe	rence to "Gu	uiding Questions", identi	fy and define areas in need	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.						
Reading Goal #5B:						
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforn	nance:	
	Problem-Solving	Process to I	ncrease St	tudent Achievement		
Anticipated Barrier	nticipated Barrier Strategy Posifor		on or tion ponsible ttoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			
Based on the analysis of of improvement for the f		lata, and refe	rence to "Gu	uiding Questions", identi	fy and define areas in need	
5C. English Language l satisfactory progress i		aking				
Reading Goal #5C:						
2012 Current Level of	Performance:		2013 Expected Level of Performance:			
	Problem-Solving	Process to I	ncrease St	tudent Achievement		
Anticipated Barrier	Strategy	Posi: Resp for	on or tion ponsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data	Submitted			
Based on the analysis of of improvement for the f		lata, and refe	rence to "Gu	uiding Questions", identi	fy and define areas in need	
5D. Students with Disa satisfactory progress i		king				
Reading Goal #5D:						
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforn	nance:	

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 of improvement for the for		a, and refer	ence to "Gu	uiding Questions", iden	itify and define areas in need	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Pr	rocess to I	ncrease St	tudent Achievement		
Anticipated Barrier	Strategy	for		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									

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					

l			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developmen	t		
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 Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible Evaluation Tool Effectiveness of for Strategy Monitoring 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 Englis	h at grade level in a	manner similar to non-E	ELL students.	
3. Students scoring pr	roficient in writing.			
CELLA Goal #3:				
2012 Current Percent	of Students Profici	ent in writing:		
	Problem-Solving	Process to Increase	Student Achievemen	t
		Person or Position	Process Used to Determine	

CELLA Budget:

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

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Strategy Responsible Anticipated Barrier **Evaluation Tool** Effectiveness of for Strategy Monitoring 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 Person or Process Used to Position Determine Responsible **Evaluation Tool** Anticipated Barrier Strategy Effectiveness of Strategy Monitoring 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 Proces	ss to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data S	Submitted			
Based on the analysis of soft improvement for the fo	student achievement data, an llowing group:	d refer	ence to "G	uiding Questions", identify	y and define areas in need	
2b. Florida Alternate As Students scoring at or a mathematics.	ssessment: above Achievement Level 7	in				
Mathematics Goal #2b:						
2012 Current Level of P	erformance:		2013 Ехр	ected Level of Performa	ance:	
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Perso Posit Resp for Moni	ion Determine Effectiveness of		Evaluation Tool	
	No		Submitted			
Based on the analysis of soft improvement for the fo	student achievement data, an llowing group:	d refer	ence to "G	uiding Questions", identify	y and define areas in need	
3a. FCAT 2.0: Percentaç gains in mathematics.	ge of students making learn	ing				
Mathematics Goal #3a:						
2012 Current Level of P	erformance:		2013 Ехр	ected Level of Performa	ance:	
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for	Droces Head to		Evaluation Tool	
No Data Submitted						

Based on the a of improvemen			ent data, and refe	rence to "Gi	uiding Ques	stions", identify	and c	define areas in need
3b. Florida Al	ternate As	sessment:						
Percentage of	fstudents	making Learning	g Gains in					
mathematics								
Mathematics	Goal #3b:							
2012 Current	Level of Pe	erformance:		2013 Ехр	ected Leve	el of Performaı	nce:	
		Problem-Sol	ving Process to	Increase St	tudent Ach	nievement		
				son or	Process l	Jsed to		
Anticipated B	Barrier	Strategy		tion oonsible	Determin		Evaluation Tool	
			for		Effective Strategy			
			Mon	itoring	on aragy			
			No Data	Submitted				
Based on the a			ent data, and refe	rence to "G	uiding Ques	stions", identify	and c	define areas in need
4. FCAT 2.0: F	Percentage	of students in L	owest 25%					
making learni	ing gains ir	n mathematics.						
Mathematics	Goal #4:							
Matrierriatics	σσαι π 4 .							
2012 Current	Level of Pe	erformance:		2013 Exp	ected Leve	el of Performar	nce:	
		Problem-Sol	ving Process to	I ncrease St	tudent Ach	nievement		
			Pers	son or	Danasasi	lo a al dia		
				tion	Process l Determin			
Anticipated B	sarrier	Strategy	for	oonsible	Effective		Evai	uation Tool
			Mon	itoring	Strategy			
			No Data	Submitted				
Based on Ambi	itious but A	chievable Annual	Measurable Objec	tives (AMOs	s), AMO-2,	Reading and Ma	ith Pe	erformance Target
			Elementary Scho	ol Mathemat	ics Goal #			
5A. Ambitious Measurable Ob		ble Annual MOs). In six year						_
		hievement gap						
by 50%.			5A :			T		✓
Baseline data 2010-2011	2011-201	2 2012-2013	2013-2014	2014	4-2015	2015-2016	5	2016-2017
	r	ľ	1	,		,		,

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

5B. Student subgroups	s by ethnicity (White	Black			
Hispanic, Asian, Ameri satisfactory progress	can Indian) not makir				
Mathematics Goal #5B	3:				
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:
	Problem-Solving	Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
Based on the analysis of of improvement for the f		lata, and refer	rence to "G	uiding Questions", identi	fy and define areas in need
5C. English Language I satisfactory progress		aking			
Mathematics Goal #50	3				
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:
	Problem-Solving	Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		'	Submitted		<u>'</u>
Based on the analysis of of improvement for the f		lata, and refer	rence to "G	uiding Questions", identi	fy and define areas in need
5D. Students with Disa satisfactory progress		king			
Mathematics Goal #5D) :				
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:
	Problem-Solving	Process to I	ncrease S	tudent Achievement	

Anticipated Barrier	Strategy	tor	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of of improvement for the fo		lata, and refer	ence to "G	uiding Questions", iden	tify and define areas in need
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:					
2012 Current Level of F	Performance:		2013 Exp	pected Level of Perform	mance:
	Problem-Solving	Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		

End of Elementary School Mathematics Goals

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

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

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

Mathematics Budget:

Evidence-based Progra		Funding Course	Available
Strategy	Description of Resources	Funding Source	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 Developm	ient		
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 Mathematics Goals

Elementary and Middle School Science Goals

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

areas in need of improv			I reference	to "Guiding Questions	", identify and define
1a. FCAT2.0: Student Level 3 in science.	ts scoring at Achiev	ement			
Science Goal #1a:					
2012 Current Level of Performance:			2013 Exp	pected Level of Perfor	rmance:
	Problem-Solving F	Process to I	ncrease S	itudent Achievement	
Anticipated Barrier	Anticipated Barrier Strategy Posit Resp for		on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
Based on the analysis of areas in need of improverse.			l reference	to "Guiding Questions	", identify and define
1b. Florida Alternate Students scoring at L		science.			
Science Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Process to Increase Student Achievement				

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

	of student achievement data ement for the following gro		reference	to "Guiding Questions"	, identify and define
2a. FCAT 2.0: Student Achievement Level 4	9				
Science Goal #2a:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perfori	mance:
	Problem-Solving Process	s to I	ncrease S	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 areas in need of improven			l reference	e to "Guiding Question	ns", identify and define
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 In science. Science Goal #2b:					
2012 Current Level o	f Performance:		2013 Exp	pected Level of Perf	formance:
	Problem-Solving	Process to I	ncrease S	Student Achievemer	nt
Anticipated Barrier	Strategy	Posit Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		

(PLC) or PD Activity

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

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

Science Budget:

Charter	Description of Description	E disc s. C	Available
Strategy	Description of Resources	Funding Source	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 Developn	nent		
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 r in need of improvement for the following group:	reference to "Guiding Questions", identify and define areas				
1a. FCAT 2.0: Students scoring at Achievement Level3.0 and higher in writing.Writing 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 4 or higher in writing.					
Writing Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

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

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

Writing Budget:

Evidence-based Progr	am(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 Developn	nent		
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 at of improvement:	ttendance data, and refer	ence	to "Guiding	Questions", identify an	d define areas in need
1. Attendance					
Attendance Goal #1:					
2012 Current Attendance	e Rate:		2013 Exp	ected Attendance Rat	e:
2012 Current Number of S Absences (10 or more)	Students with Excessive	9		ected Number of Stud (10 or more)	ents with Excessive
2012 Current Number of S Tardies (10 or more)	Students with Excessive	Э	2013 Expected Number of Students with Excessive Tardies (10 or more)		
Pı	roblem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Str	rategy	for		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

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 Progra	am(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 Developm	nent		
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)

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:				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions			
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In- School			

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

2012 Number of Out-of-School Suspensions		2013 Expected Number of Out-of-School Suspensions			
2012 Total Number of Students Suspended Out-of- School		2013 Expected Number of Students Suspended Out- of-School			
	Problem-Solving	Process to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Posi for		son or sition Determine Effectiveness of Strategy Process Used to Determine Evaluation Tool		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 Progra	am(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 Developm	nent		
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

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)).

	d on the analysis of pare	nt involvement data, and	d reference to "G	uiding Questions", identify	and define areas
1. Pa	rent Involvement				
Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			classroom vo	participate in school activ Junteers, chaperones for ncil meetings, fun days, a	field trips, school
2012	Current Level of Pare	nt Involvement:	2013 Expec	ted Level of Parent Inv	olvement:
95% of parents participated in activities at the school in 2011-12.			· ·	96% of parents will participate in activities at the school this 2012-2013 school year.	
	Pro	blem-Solving Process t	to Increase Stud	dent Achievement	
Anticipated Barrier Strategy R			Person or Position Responsible fo Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An anticipated barrier may be working parents' lack of time.	Activities will be provided at numerous times during the day both during and after hours and at home activities that will allow parents more opportunities to get involved.	Classroom teachers and Principal	Volunteer Hours increase and meet expected goal.	Sign in /Sign out sheets and logs. Monthly volunteer reports.

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
		٦	No Data Submitte	d		

Evidence-based Progra	am(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 Developm	ent		
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	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 Developmen	nt .		
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 F	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 Deve	elopment			
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



Are you a reward school: † Yes † No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found No Data Found No Data Found