

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

School Name: MCMILLIAN LEARNING CENTER

District Name: Escambia

Principal: Dr. Patrice Moody

SAC Chair: Mrs. Marsha Barnes

Superintendent: Mr. Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/29/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

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

### ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Patrice Moody	BS- Elementary Education, Jackson State University; MS- Elementary Education, Mississippi State University; Ed. S.- Educational Leadership, University of West Florida; Ed. D.- Educational Management, University of West Florida	7	14	Principal of McMillan Pre-k in 2011 - 2012: During this school term, our 10-11 VPK providers kindergarten readiness rate was 76 out of a maximum rate of 100. Our 09- 10 VPK provider kindergarten readiness rate was 77 of a maximum rate of 100. We continued to remain above the state's cut score for low performing providers. Our 08-09 VPK provider kindergarten readiness rate was 143. Thus, we were not identified as a low performing provider. 2008-2009: our 07-08 VPK provider kindergarten readiness rate increased from 202 to 237 which enable us to be removed from the state of Florida low performing providers list. 2007-2008: our VPK provider kindergarten rate for the 06-07 term was 202, placing us

		Areas of Certification: Early Childhood Education; Elementary Education; School Principal		on the state of Florida low performing providers list. 2006-2007: our VPK provider kindergarten rate for the 05-06 term was 216. Thus, we were not identified as a low performing provider. 2005-2006: the state did not provide VPK data for the 04-05 school term, as VPK was not yet implemented.
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## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Not Applicable	Not Applicable	Not Applicable			Although we are not staffed with a highly qualified reading, math, or science coach, we do receive subject area service and/or assistance. Mary Anderson, our district's pre-k teacher on special assignment, provides assistance and/or support for our curriculum needs.

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with principal.	Principal	On-going	
2	2. Utilize START teachers.	Principal	On-going	
3	3. Assign consulting teacher (CT) for first year teachers.	Principal	On-going	
4	4. Assign veteran teachers to experienced teachers new to the school worksite (mentor/buddy).	Principal	On-going	
5	5. Hire NCLB Highly Qualified in-field teachers.	Principal	On-going	
6	6. Partnering new teachers with veteran staff	Principal	On-going	
7	7. Networking/soliciting assistance from retired educators	Principal	On-going	
8	8. Regular professional learning community meetings with staff	Principal	On-going	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
100% of all instructors (instructional and paraprofessionals) at McMillan Pre-K have met the requirements for being designated as	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
13	0.0%(0)	30.8%(4)	46.2%(6)	23.1%(3)	15.4%(2)	100.0%(13)	0.0%(0)	15.4%(2)	30.8%(4)

## 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
START Teacher	Jennifer Huffaker	First year teachers are assigned to a START (Successful Teachers Assisting Rising Teachers) consulting teacher. Our START program consist of consulting teachers who have a full time responsibility to observe, assist, and evaluate new teachers hired within our District.	Our assigned consulting teacher will commit to the following activities with our newly hired teacher:  * Observe and conference * Provide coaching and assistance * Evaluate * Provide input regarding professional recommendations
Kirsten Bennett	Estelle Gille Linda Tolbert	Our mentor was selected based upon multiple criteria. She has demonstrated, with her previously assigned students, continuous improvement in all areas of pre-k readiness skills. Additionally, she has completed the Clinical Educations Training within our school district.	The mentor and mentees are meeting weekly in our professional learning communities (PLC) to introduce, share, and reflect on specific strategies focused towards pre-k readiness. During our PLC, time is provided for feedback, coaching, and planning.

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

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

#### Title I, Part A

McMillan Pre-K Center receives additional Title 1 funds to extend the children's instructional day. The state provides funding for the first three hours of our VPK instructional day, the remaining portion of our full VPK instructional day is funded through our district's Title 1 office. Thus, our full day program enables the instructional staff to work with children on readiness skills, preparing them for kindergarten. All of our students live in Title 1 school areas.

#### Title I, Part C- Migrant

McMillan Pre-K Center receives funds to support two classes serving migrant students, enabling the children to become more proficient in English. A Vietnamese teacher assistant works with both the parents and the children. Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 38 Migrant students at McMillan Pre-K. We are providing the following services to these students: staffed each classroom with an Early Childhood Assistant to improve English proficiency; provide additional literacy based materials for students and their families; provide a minimum of two Family Night programs; and provide 3 weeks of summer school for our Migrant Pre-K students.

#### Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title 1 office.

#### Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

#### Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Migrant Pre-k Center and we serve 38 ELL students in pre-k.

#### Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. Currently, at McMillan Pre-k, we have 1 identified homeless student and provide additional assistance to this student and their family.

#### Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget. In the past we used SAI monies for the primary purchase of classroom teaching supplies and materials to supplement/enhance our instructional program.

#### Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's School-wide Behavior Management Plan, we will provide training for faculty, staff and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

#### Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

#### Housing Programs

This is offered at the district level and overseen by the Title 1 District Office. This program is not applicable to our school.

#### Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title 1 Prekindergarten Office.

#### Adult Education

Evening programs are offered at all our high schools. A "Second Change" program is also in place for juvenile offenders. Pensacola State College (PSC) also provides programs for adults over 16 years of age.

#### Career and Technical Education

At McMillan Pre-K, we host a Career Day activity for our students. During our activity, here is a brief list of some of the careers observed: postman, teacher, principal, secretary, medical, baker, fireman, police, construction, etc.

#### Job Training

Not Applicable

#### Other

Not Applicable

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

#### School-based MTSS/RTI Team

Identify the school-based MTSS leadership team.

Dr. Patrice Moody – Principal, Marsha Barnes – VPK Teacher, Kelly Low – School Psychologist, Heather Buehler– Speech Pathologist, and Kirsten Bennett – ESE Pre-K Teacher

Principal/Lead Teachers: provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts assessment of RTI skills of the school staff, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

General Education VPK Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teacher: Participates in the Tier process to provide support and offer strategies to the general education teacher.

School Psychologist: Participates in the collection, interpretation, and data analysis; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Pathologist: Educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of the student's needs with respect to language.

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 Leadership Team will meet twice monthly to engage in the following activities:  
Review screening data and link that data to instructional decisions. Review collected assessment data and classroom progress data to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

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?

RTI Leadership Team members have met with members of the SAC and the principal to provide input towards the

development of the SIP. Team members provide data on at-risk students; academic and social/emotional areas that need to be addressed; and helped facilitate the development of a systemic approach to teaching.

### 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.

Baseline Data: Dial-3 Pretest; AP1 VPK Assessment  
Progress Monitoring: Early Growth Indicators Benchmark Assessment, Student Portfolios  
Midyear: Early Growth Indicators Benchmark Assessment; AP2 VPK Assessment  
End of Year: Dial-3 Posttest, Early Growth Indicators Benchmark Assessment; AP3 VPK Assessment  
Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be provided during the teachers' common planning time and small sessions throughout the school year. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team meetings.

Describe the plan to support MTSS.

The implementation of our Professional Learning Community meetings focus on student achievement data, student progression, curriculum improvements, and student remediation strategies. Therefore, this vehicle continues to support our Multi-Tiered System of Support (MTSS/RtI) model. Additionally, please refer to previous sections listed above.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

Dr. Patrice Moody - Principal, Marsha Barnes - VPK Inclusion Teacher, Kirsten Bennett - ESE Pre-k Teacher, Renee Khatena - Pre-k Migrant Teacher, and Heather Buehler - Speech Pathologist

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

The Leadership Team will meet monthly to engage in the following activities:  
Review screening data and link that data to instructional decisions. Review collected assessment data and classroom progress data to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on that information, the team will identify professional development and resources. They will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, practice new processes and skills, and make decisions about implementation.

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

Reading: Phonological awareness will be given priority focus.  
Writing: Organization of dictated stories will be given priority focus.  
Math: Counting (meaningful & rote), identifying shapes, patterning, math vocabulary will be given priority focus.  
Science: Classifying & sorting and science vocabulary will be given priority focus.  
In addition, the continued implementation of Early Childhood Teachescape is essential to our Literacy Leadership Team's success.

## Public School Choice

Supplemental Educational Services (SES) Notification

### \*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.

McMillan Pre-k Center has 5 units of Voluntary Prekindergarten (VPK) with combined ESE consult slots, 6 units of self-contained Pre-k ESE and 2 Pre-k migrant units. VPK was created to prepare four-year old students for kindergarten and to build a strong foundation for their continued educational success. In May, we collaborate with neighboring elementary schools, as we assign a 'special day' for our prekindergarten students to spend time and visit a kindergarten classroom and interact with the teacher. This event is a 'milestone' in the process of transitioning our students into kindergarten. In addition, we encourage our parents to register their child where they will attend kindergarten during the fall. We routinely talk to the children about the differences between Pre-k and kindergarten. In addition, we provide a transition book of activities for the summer so the parents can help their children retain skills learned in Pre-k.

### \*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.

Not Applicable

### \*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?

Not Applicable

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?

Not Applicable

### Postsecondary Transition

**Note: Required for High School - Sec. 1008.37(4), F.S.**

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Not Applicable

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Language) assessment data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 89% (107) scored ready for kindergarten.	In 2013, 89% will score ready for kindergarten.

#### 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. Our unpredictable attendance rate could be a potential barrier for students reaching this goal.	1. Developmentally appropriate lesson plans.	Principal	Principal will review weekly lesson plans and monitor teachers Assessment Data Notebooks.	Daily classroom walk-throughs conducted by the principal.

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

#### 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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Language) assessment data.



2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 89% (107) scored ready for kindergarten.			In 2013, 89% will score ready for kindergarten.		
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. Limited monies to purchase remedial materials for parent use at home.	1. Provide school-based parent workshops and lapsits to encourage participation and share strategies for "best practice".	Principal and Lead Teachers	Participation/parent sign-in sheets	Individual and classroom observation/assessment checklists

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:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:			Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Language) assessment data.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 89% (107) scored ready for kindergarten.			In 2013, 89% will score ready for kindergarten.		
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. Adjusting instruction to meet the students' learning style.	Differentiated instruction	Principal	Developmentally appropriate lesson plans	Assessment Data notebooks

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:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:			Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Language) assessment data.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 89% (107) scored ready for kindergarten.			In 2013, 89% will score ready for kindergarten.		
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	Most of our lower performing students are (Exceptional Student Education) ESE; thus, providing extensive remediation within our school day may be limited.	Benchmark assessment portfolios	Principal	Principal and Lead Teachers will review assessment data of students.	DIAL 3

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 # Because our assessment is a reading readiness screening, we can not increase readiness scores and therefore can not close the achievement gap. This section is not applicable to our preschool. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	We are a preschool facility and do not administer FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	We are a preschool facility and do not administer FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	We are a preschool facility and do not administer FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
During the 2012 - 2013 school term, our Professional Learning Community will focus on letter recognition, social and emotional learning, early math concepts, and phonological awareness.	Pre-K	Dr. Moody, Principal	school-wide	weekly PLC meetings	Daily classroom walk-throughs	Principal

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
PLC will investigate, review, and share techniques to improve phonological awareness .	Teachscape	Title I	\$0.00
Subtotal: \$0.00			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize the internet and web-based equipment during our PLC meetings.	Teachscape	Title I	\$0.00
Subtotal: \$0.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Our PLC will focus on letter recognition, social and emotional growth, early math concepts, and phonological awareness.	Teachscape	Title I	\$0.00
Subtotal: \$0.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate parent workshops and lap-sit activities focusing on developing our students emerging literacy skills.	Consumable items (paper, glue, crayons, etc.), used with parents, to make curriculum based "make & take" literacy activities for at home use.	School Budget	\$246.00
Subtotal: \$246.00			
<b>Grand Total: \$246.00</b>			

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:			Our school does not test students in CELLA. We serve migrant pre-k students through Title I funds.		
2012 Current Percent of Students Proficient in listening/speaking:					
Not Applicable					
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Not Applicable

2012 Current Percent of Students Proficient in reading:

Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

3. Students scoring proficient in writing.

CELLA Goal #3:

Not Applicable

2012 Current Percent of Students Proficient in writing:

Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

Not Applicable	Not Applicable	Not Applicable	\$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.			Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Concept) assessment data.		
Mathematics Goal #1a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 89% (107) scored ready for kindergarten.			In 2013, 89% will score ready for kindergarten.		
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. Unpredictable attendance	Developmentally appropriate lesson plans	Principal	Principal will review weekly lesson plans and monitor Teachers' Assessment Data Notebook.	Daily classroom walk-throughs conducted by the principal

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:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:			Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Concept) assessment data.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		



In 2012, 89% (107) scored ready for kindergarten.			In 2013, 89% will score ready for kindergarten.		
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	Limited monies to purchase remedial materials for parent use at home.	Provide school-based parent workshops and lapsits to increase involvement and share strategies for "best practice".	Principal and Lead Teachers	Participation/parent sign-in sheets	Individual and classroom observation/assessment checklists

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:		Not Applicable
2012 Current Level of Performance:		2013 Expected Level of Performance:
Not Applicable		Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:		Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Concept) assessment data.
2012 Current Level of Performance:		2013 Expected Level of Performance:
In 2012, 89% (107) scored ready for kindergarten.		In 2013, 89% will score ready for kindergarten.

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. Adjusting instruction to meet the students learning style.	Differentiated Instruction	Principal	Developmentally appropriate lesson plans	Assessment Data notebooks

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:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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.			Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Concept) assessment data.		
Mathematics Goal #4:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 89% (107) students were ready for kindergarten.			In 2013 89% or higher of our students will be ready for kindergarten.		
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	Most of our lower performing students are (Exceptional Student Education) ESE; thus, providing extensive remediation within our school day may be limited.	Benchmark assessment portfolios	Principal	Principal and Lead Teachers will review assessment data of students.	DIAL 3

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 # Because our assessment is a mathematics readiness screening, we can not increase readiness scores and therefore can not close the achievement gap. This section is not applicable to our preschool. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	N/A	

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:

Not Applicable

2012 Current Level of Performance:

2013 Expected Level of Performance:

Not Applicable

Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:

We are a preschool facility and do not administer FCAT 2.0.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Not Applicable

Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:

We are a preschool facility and do not administer FCAT 2.0.

2012 Current Level of Performance:

2013 Expected Level of Performance:

Not Applicable

Not Applicable

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
During the 2012 - 2013 school term, our PLC will focus on early math concepts.	Pre-K	Dr. Moody, Principal	school-wide	weekly PLC meetings	Daily classroom walk-throughs.	Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Our PLC will share best practices in the area of early math concepts.	Teachscape	Title I	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilization of internet and web-based program.	Teachscape	Title I	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Our PLC will focus on early math concepts.	Teachscape	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate early mathematical development workshops for our parents, to encourage parental involvement and higher student achievement.	Consumable materials (paper, glue, crayons, etc.) for parents to use as they construct mathematical manipulatives for home use.	School Budget	\$200.00
			Subtotal: \$200.00
			Grand Total: \$200.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:			Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Concept) assessment data.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
In 2012, 89% (107) students scored ready for kindergarten.			In 2013, 89% or higher of our students will score ready for kindergarten.		
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. Unpredictable attendance rate could be a potential barrier for students reaching this goal.	Developmentally appropriate lesson plans	Principal	Principal will review weekly lesson plans.	Daily classroom walk-throughs conducted by the principal.

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:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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:	Our goal is to maintain or increase by 1% the number of students ready for kindergarten on our DIAL 3 (Concept) assessment data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 89% (107) of our students scored ready for kindergarten.	In 2013, 89% or higher of our students will score ready for kindergarten.

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	Adjusting instruction to meet the students learning style	Differentiated Instruction	Principal	Developmentally appropriate lesson plans	Assessment Data notebooks

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:	Not Applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
During the 2012 - 2013 school term, our PLC will focus on social and emotional learning.	Pre-K	Dr. Moody, principal	school-wide	weekly PLC meetings	Daily classroom walk-throughs	Principal

#### Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Our PLC will share best practices in the area of social and emotional growth.	Teachscape	Title I	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilization of internet and web-based program.	Teachscape	Title I	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Our PLC will focus on social and emotional growth.	Teachscape	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Facilitate parent workshops enabling parental understanding of early childhood science development.	Consumable materials (paper, glue, crayons, etc.) used by parents, to create science related activities for their child to use at home.	School Budget	\$100.00
			Subtotal: \$100.00
			Grand Total: \$100.00

*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:	Our goal is to maintain or increase at least 90% of the students ready for kindergarten on our DIAL 3 (Motor) assessment data.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 90% (111) of our students scored ready for kindergarten.	In 2013, 90% or higher of our students will score ready for kindergarten.
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. Adjusting instruction to meet the students learning style	Differentiated Instruction	Principal	Developmentally appropriate lesson plans	Assessment Data notebook

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:			Not Applicable		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Not Applicable			Not Applicable		
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	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

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
Utilization of Handwriting Without Tears.	Pre-K	Dr. Moody, Principal	school-wide	monthly	Daily classroom walk-throughs	Principal
Effective implementation of Early Childhood Teachescape with both instructional and paraprofessional staff.	Pre-K	Dr. Moody, Principal	school-wide	weekly PLC meetings	Individual/group reflection	Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount



Classroom utilization of Writing Without Tears.	Writing Without Tears	ESE/Title I	\$0.00
Subtotal: \$0.00			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Utilization of internet and web-based program.	Teachscape	Title I	\$0.00
Subtotal: \$0.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Our PLC will focus on networking and sharing best practices.	Teachscape	Title I	\$0.00
Subtotal: \$0.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Provide consumable materials for teachers to use in their classrooms to assist with early writing development.	Consumable materials (paper, pencils, markers, crayons, etc.)	School Budget	\$200.00
Subtotal: \$200.00			
<b>Grand Total: \$200.00</b>			

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:			Our goal is to maintain or increase our student attendance rate by 0.1% during the 2012-2013 school term.		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
During the 2011 - 2012 school year, our attendance rate was 91%.			Our attendance rate for the 2012 - 2013 school year will be 91% or higher.		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
During the 2011 - 2012 school term, we had 133 students accumulating excessive absences.			Reduce the previous number of students, with excessive absences, by 1 from the 2011-2012 school year.		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
During the 2011 - 2012 school term, we had 62 students accumulating excessive tardies.			Reduce the previous number of students, with excessive tardies, by 1 from the 2011-2012 school year.		
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
	Illnesses. Since this is the first formal school experience for most of	Remind students to wash their hands often.	Classroom teacher	Review of weekly attendance.	Attendance

1	our children, and their immunity system appears to be low, some of the students catch multiple illnesses.				
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## Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective implementation of our School-wide Behavior Plan	Pre-K	Principal and Lead Teachers	School-wide	weekly	Review attendance rosters	Classroom teacher

## Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue the implementation of our team learning group meetings.	N/A	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use our School Messenger call-out system to contact parents regarding upcoming holidays and the importance of regular daily attendance.	N/A	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Review weekly attendance sheets.	N/A	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$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			During the 2012-2013 school term, we will maintain our current record of suspending 0% of our students.		
Suspension Goal #1:					
2012 Total Number of In–School Suspensions			2013 Expected Number of In-School Suspensions		
During the 2011-2012 school year, we had no students requiring in-school suspension.			During the 2012-2013 school year, we will have no students requiring in-school suspension.		
2012 Total Number of Students Suspended In-School			2013 Expected Number of Students Suspended In-School		
During the 2011-2012 school year, we had no students requiring in-school suspension.			During the 2012-2013 school year, we will have no students requiring suspension in-school.		
2012 Number of Out-of-School Suspensions			2013 Expected Number of Out-of-School Suspensions		
During the 2011-2012 school year, we had no students requiring out-of-school suspension.			During the 2012-2013 school year, we will have no students requiring out-of-school suspension.		
2012 Total Number of Students Suspended Out-of-School			2013 Expected Number of Students Suspended Out-of-School		
During the 2011-2012 school year, we had no students suspended out of school.			During the 2012-2013 school year, we will have no students suspended out of school.		
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	Currently, we do not anticipate any barriers.	Continue to review and monitor our classroom rules.	classroom teacher	Student behavior.	Change in current suspension rate of students.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective implementation and monitoring of our classroom rules.	Pre-K	Principal	School-wide	Weekly	Individual/group reflection	Classroom teacher

Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
Continue the implementation of our Professional Learning Community meetings.	School-wide Behavior Management Plan	N/A	\$0.00
Subtotal: \$0.00			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Continue the implementation of our Professional Learning Community meetings.	School-wide Behavior Management Plan	N/A	\$0.00
Subtotal: \$0.00			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
Subtotal: \$0.00			
<b>Grand Total: \$0.00</b>			

End of Suspension Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			During the 2012-2013 school year, McMillan Pre-k will increase the percentage of parental involvement by 1%.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
During the 2011-2012 school year, 80% of our parents participated in parental involvement activities.			During the 2012-2013 school year, our parental involvement will increase by 1% point.		
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	Some parents do not have transportation to attend workshops.	Offer workshops on a variety of days and times.	Principal and Lead Teachers	Collect the participation data on the number of parents who participate in involvement activities.	Sign-in sheets

## 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
Continue the implementation of our Professional Learning Community meetings.	Pre-K	Principal	School-wide	Weekly	Individual/group reflection	Principal and/or Lead Teachers

### Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Send home activities so our parents can complete these at home.	Weekly Parent Newsletter	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use our School Messenger call-out system to notify parents of upcoming activities.	Computer based phone system	School District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Continue to offer monthly parent lap-sits and/or workshops for parental involvement.	Consumable materials	Supplemental Academic Instruction (SAI) and Regular Operation funds	\$50.00
			Subtotal: \$50.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	\$0.00
			Subtotal: \$0.00
			Grand Total: \$50.00

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:			In analyzing our school data, increase students knowledge by integrating STEM in their classroom curriculum based centers.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Minimal opportunities to experience STEM activities and/or careers.	Increase the rigor of our STEM (science, technology, engineering, and math) related classroom curriculum based centers.	Principal and Classroom teachers	Classroom walk-throughs, End of Unit Assessments	Classroom assessments, Observations

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
During the 2012 - 2013 school term, our Professional Learning Community will focus on early math concepts, and share ideas regarding science and technology integration.	Pre-K	Principal	School-wide	Weekly	Classroom walk-throughs, Observations	Principal

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Continue the implementation of Early Childhood Teachscape within our Professional Learning Community meetings.	Early Childhood Teachscape, a comprehensive training system for pre-k teachers.	Title I	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Continue to share ideas and software programs that can be used on both our SmartBoards and ipads.	Pre-k staff will share a plethora of early childhood software used to integrate specific curriculum benchmarks.	ESE Budget (due to budgetary constraints, a strong focus has been placed on free software)	\$50.00
			Subtotal: \$50.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Hold weekly Professional Learning Community meetings to strengthen our curriculum.	Early Childhood Teachscape, a comprehensive training system for pre-k teachers.	Title I	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Not Applicable	Not Applicable	Not Applicable	\$0.00
			Subtotal: \$0.00



# Additional Goal(s)

No Additional Goal was submitted for this school



## FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	PLC will investigate, review, and share techniques to improve phonological awareness .	Teachscape	Title I	\$0.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	Our PLC will share best practices in the area of early math concepts.	Teachscape	Title I	\$0.00
Science	Our PLC will share best practices in the area of social and emotional growth.	Teachscape	Title I	\$0.00
Writing	Classroom utilization of Writing Without Tears.	Writing Without Tears	ESE/Title I	\$0.00
Attendance	Continue the implementation of our team learning group meetings.	N/A	N/A	\$0.00
Suspension	Continue the implementation of our Professional Learning Community meetings.	School-wide Behavior Management Plan	N/A	\$0.00
Parent Involvement	Send home activities so our parents can complete these at home.	Weekly Parent Newsletter	N/A	\$0.00
STEM	Continue the implementation of Early Childhood Teachscape within our Professional Learning Community meetings.	Early Childhood Teachscape, a comprehensive training system for pre-k teachers.	Title I	\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Utilize the internet and web-based equipment during our PLC meetings.	Teachscape	Title I	\$0.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	Utilization of internet and web-based program.	Teachscape	Title I	\$0.00
Science	Utilization of internet and web-based program.	Teachscape	Title I	\$0.00
Writing	Utilization of internet and web-based program.	Teachscape	Title I	\$0.00
Attendance	Use our School Messenger call-out system to contact parents regarding upcoming holidays and the importance of regular daily attendance.	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	Use our School Messenger call-out system to notify parents of upcoming activities.	Computer based phone system	School District	\$0.00
STEM	Continue to share ideas and software programs that can be used on both our SmartBoards and ipads.	Pre-k staff will share a plethora of early childhood software used to integrate specific curriculum benchmarks.	ESE Budget (due to budgetary constraints, a strong focus has been placed on free software)	\$50.00

Subtotal: \$50.00				
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Our PLC will focus on letter recognition, social and emotional growth, early math concepts, and phonological awareness.	Teachscape	Title I	\$0.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	Our PLC will focus on early math concepts.	Teachscape	Title I	\$0.00
Science	Our PLC will focus on social and emotional growth.	Teachscape	Title I	\$0.00
Writing	Our PLC will focus on networking and sharing best practices.	Teachscape	Title I	\$0.00
Attendance	Review weekly attendance sheets.	N/A	N/A	\$0.00
Suspension	Continue the implementation of our Professional Learning Community meetings.	School-wide Behavior Management Plan	N/A	\$0.00
Parent Involvement	Continue to offer monthly parent lap-sits and/or workshops for parental involvement.	Consumable materials	Supplemental Academic Instruction (SAI) and Regular Operation funds	\$50.00
STEM	Hold weekly Professional Learning Community meetings to strengthen our curriculum.	Early Childhood Teachscape, a comprehensive training system for pre-k teachers.	Title I	\$0.00
Subtotal: \$50.00				
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Facilitate parent workshops and lap-sit activities focusing on developing our students emerging literacy skills.	Consumable items (paper, glue, crayons, etc.), used with parents, to make curriculum based "make & take" literacy activities for at home use.	School Budget	\$246.00
CELLA	Not Applicable	Not Applicable	Not Applicable	\$0.00
Mathematics	Facilitate early mathematical development workshops for our parents, to encourage parental involvement and higher student achievement.	Consumable materials (paper, glue, crayons, etc.) for parents to use as they construct mathematical manipulatives for home use.	School Budget	\$200.00
Science	Facilitate parent workshops enabling parental understanding of early childhood science development.	Consumable materials (paper, glue, crayons, etc.) used by parents, to create science related activities for their child to use at home.	School Budget	\$100.00
Writing	Provide consumable materials for teachers to use in their classrooms to assist with early writing development.	Consumable materials (paper, pencils, markers, crayons, etc.)	School Budget	\$200.00
Attendance	N/A	N/A	N/A	\$0.00
Suspension	N/A	N/A	N/A	\$0.00
Parent Involvement	N/A	N/A	N/A	\$0.00
STEM	Not Applicable	Not Applicable	Not Applicable	\$0.00
Subtotal: \$746.00				
Grand Total: \$846.00				

# Differentiated Accountability

## School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 10/29/2012)

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
At this time, no SAC funds are available for the 2012 - 2013 school year.	\$0.00

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

Review school data  
Monitor our School Improvement Plan  
Continue to monitor/share the implementation of our pre-k curriculum  
School Budget updates  
Share events/activities within the school

# 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