FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: MICANOPY AREA COOPERATIVE SCHOOL, INC.

District Name: Alachua

Principal: Anne Thomson

SAC Chair: Tami Dixon

Superintendent: Dr. Dan Boyd

Date of School Board Approval:

Last Modified on: 10/24/2012



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	Anne Thomson	Masters in Instruction and Curriculum/Elementary Education 1 - 6	12		An "A" school eight of the past nine years; high performing charter school for the past two years

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	None	None		None

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	Regular meetings of new teachers and paraprofessionals with the principal	Director	On-going	
2	Partnering new teachers with veteran staff	Director	On-going	
3	Soliciting referrals from current employees, student families, school board personnel, and community members	Director	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
Not Applicable	Not Applicable

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	% National Board Certified Teachers	% ESOL Endorsed Teachers
10	0.0%(0)	10.0%(1)	50.0%(5)	40.0%(4)	40.0%(4)	100.0%(10)	10.0%(1)	10.0%(1)	40.0%(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	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
Not Applicable	None	None	None

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.

Services are provided by the Title I teacher tutor to ensure that students requiring additional remediation are assisted through small group programs during the day.
Title I, Part C- Migrant
Not Applicable
Title I, Part D
Not Applicable
Title II
Not Applicable
Title III
Not Applicable
Title X- Homeless
Not Applicable
Supplemental Academic Instruction (SAI)
Not Applicable
Violence Prevention Programs
MACS uses the "Steps to Respect" program to educate students on non-violent ways to deal with negative social interaction encountered during school. We have five teachers trained in Non-Violent Crisis Intervention.
Nutrition Programs
MACS offers free and reduced breakfast and lunch programs through the USDA.
Housing Programs
Not Applicable
Head Start
This specific program is not applicable; however, MACS offers free pre-school, known as VPK, through the Early Learning Coalition of Alachua County.
Adult Education
Not Applicable
Career and Technical Education
Not Applicable
Job Training
Not Applicable
Other

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The Director, the ESE consultant, the Title I lead teacher, and selected general education teachers work together to determine the most appropriate approach and interventions based on the individual needs of each student. The team may be supplemented by the Speech/Language Pathologist, school psychologist, or other teachers as needed.

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?

Some members meet daily, others meet at least once a week, and all members of the team communicate progress once a month. Since we are a small school, coordination of RtI efforts is much easier because we all see one another several times a day. Therefore, any problems can be discussed immediately.

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?

Team members engage in on-going professional development on successful RtI practices. The team meets to collaborate on what methods are working best with students in Tiers 1, 2, and 3. The current model provides for the transition of a student out of the RtI process when clear expectations have been met and also provides the framework for the referral of a student for psychological/educational testing if he/she does not reach the desired goal. The leadership team refers to the SIP at each meeting, looking at what is working and what needs to be changed.

-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.

Progress Monitoring and Reporting Network (PMRN), Florida Assessment In Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), Harcourt "Trophies" pre, mid, and post tests in reading, Macmillan Math ConnectED pre, mid, and post tests in math, On Track Benchmark Assessments in math and science, Florida Comprehensive Assessment Test (FCAT) in reading, math, writing, and science, and, if necessary, the Diagnostic Assessment of Reading (DAR) will be used to summarize the data at each tier of RtI. We use the Steps to Respect curriculum for behavior.

Describe the plan to train staff on MTSS.

Staff will attend any RtI training offered by SBAC (School Board of Alachua County) during the 2012 - 2013 school year and will continue to have staff training monthly throughout the school year.

Describe the plan to support MTSS.

MTSS will be monitored and reviewed at scheduled meetings. Each RtI tier has identified interventions tied to specific skills required for mastery. Students moving from one tier to another will transition into the appropriate intervention. Student progress will be monitored by progress monitoring as well as classroom assessments.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The classroom teachers and paraprofessionals involved in group tutorials and the one-on-one programs as well as the Director will be on the Literacy Leadership Team.

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

The team meets once a month to develop additional strategies that correlates MACS reading and writing curriculum to the CCS at grades K - 1 and the NGSSS at grades 2 - 5. The team will also discuss the current strategies being used and decide whether or not to continue using them.

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

The major initiative will be a clear scope and sequence of the reading/writing curriculum that can be understood by the parents and provide the students with the knowledge they need to succeed in school.

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.

Our school offers a free VPK (Voluntary Pre - Kindergarten) program as a choice to parents so that their children are provided an opportunity to prepare for a successful transition to kindergarten. Pre-school transition for our incoming kindergarten students is provided by a Meet the Teacher day/Kindergarten Orientation in the spring and another one during pre-planning week. This allows the parents and students to orient themselves to the kindergarten classroom and materials. This also gives the teacher an opportunity to discuss kindergarten expectations with the parents and for the parents to ask questions.

*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 <u>High School Feedback Report</u>

Not Applicable

PART II: EXPECTED IMPROVEMENTS

of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in

Reading Goals

reading.

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

To increase the percentage of students achieving proficiency

Reading Goal #1a:				(FCAT Level 3) in reading.							
2012	2012 Current Level of Performance:				2013 Expe	ected	d Level of Performar	nce:			
36%	36% (18)				40% (24)						
		Pro	oblem-Solving Process	to I	ncrease St	uder	nt Achievement				
	Anticipated Barri	ier	Strategy	R	Person or Position Responsible for Monitoring		Position Responsible for		Process Used to Determine Effectiveness o Strategy		Evaluation Tool
1	Length of available ti to provide extra help students who may no it.	o to	The school will offer afte school tutoring.	Tit	Director Title I Lead Teacher		Review data to see h students are progres and identify students who are not making sufficient gains	sing	FAIR; weekly reading tests.		
2	Lack of critical thinki skills		Use of higher order questions by teachers	Dir	rector		Lesson plans will be reviewed by the dire during consultation meetings with teacher		Consultation log Walk throughs by the director		
of important	d on the analysis of st provement for the follo lorida Alternate Ass ents scoring at Leve ling Goal #1b:	owing sessm	ent:	refer	Not Applica		g Questions", identify	and o	define areas in need		
2012	Current Level of Pe	rform	nance:		2013 Expected Level of Performance:						
Not Applicable				Not Applicable							
		Pro	oblem-Solving Process	to I	ncrease St	uder	nt Achievement				
Antio	Posicipated Barrier Strategy Resp		on or tion ponsible toring	Dete Effe	cess Used to ermine ctiveness of itegy	Eval	uation 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:

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

1	CAT 2.0: Students scorin 4 in reading.	ng at or above Achieveme	To increase the	To increase the percentage of students achieving above			
Read	ing Goal #2a:		level proficienc	y (FCAT Levels 4 and 5) in	reading.		
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:			
40%	(20)		52% (29)				
	Pr	oblem-Solving Process t	o Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Length of available time to provide enrichment to students who may need it.	work with small groups.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	FAIR; weekly reading tests.		
2	Lack of time to enhance critical thinking skills.	Use of higher order questions by teacher.	Director	Lesson plans will be reviewed by director during consultation meetings.	Consultation log Walk throughs by the director		
		t achievement data, and re	eference to "Guidino	g Questions", identify and o	define areas in need		
	provement for the following						
	lorida Alternate Assessn						
readi	ents scoring at or above ng.	Achievement Level / in	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:						
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 Exp	ected Level of Perforr	nance:	
Not Applicable			Not Applicable			
	Problem-Solving	Process to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		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 ne of improvement for the following group:					
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	To increase the percentage of students making learning gains in reading.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
57% (17)	60% (20)				

	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	Length of available time to provide extra help to students who may need it.	The school will offer after school tutoring.	Director Title I Lead Teacher		FAIR; weekly reading tests.			
2	Lack of critical thinking skills.	Use of higher order questions by teachers.	Director	Lesson plans will be reviewed during consultation meetings.	Consultation log Walk throughs by the director			

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. Not Applicable Reading Goal #3b: 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 Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

	d on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need	
				To increase the percentage of students in the lowest 25% making gains in reading.		
2012	Current Level of Perform	mance:	2013 Expected	2013 Expected Level of Performance:		
43%	43% (3)			100% (8)		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	Length of available time to provide remedial	The school will offer after school tutoring.	Director Title I Lead	Review data to see how the students are	FAIR; weekly reading tests.	

1	readers.	Title I teacher tutor will work with the bottom 25% in small pullout groups.	progressing and identify students that are not making sufficient academic gains.	
2		Paraprofessionals will use intervention programs to enhance reading skills.	program data.	Intervention program log. Progress monitoring data.

Based	on Amb	oitious but Achie	vable Annual	Measurable Ob	jectives	(AMOs), AM	O-2, Re	eading and Math Po	erformance Target
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap		Reading Goal #	#			luced every year			
by 50°	%.			5A :					∇
	ine data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	2015-2016 2016-2		2016-2017
		75%	75%	78%		80%		83%	
		analysis of student for the followi			eference	e to "Guiding	Questi	ons", identify and	define areas in need
Hispa satisf	ınic, Asi	subgroups by e an, American I orogress in rea #5B:	ndian) not n			increase curr el 3 or higher		el of reading profi	ciency, which is a
2012	Current	t Level of Perfo	rmance:		20°	2013 Expected Level of Performance:			
Black: Hispar Asian:	nic: N/A	,			Blad His Asia	White: 80% (46) Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A			
			Problem-So	Iving Process	to Incre	ease Studer	nt Achie	evement	
	Antio	cipated Barrier	St	rategy	Resp	erson or osition onsible for nitoring		ocess Used to Determine Tectiveness of Strategy	Evaluation Tool
1	to provi	of available time de remedial ion to struggling	school tute Title I tead work with	cher tutor will the students g AYP in a small	Title I Teache	Lead	studen and ide that ar	data to see how ts are progressing entify students e not making ent academic	FAIR; weekly reading tests.
2	Lack of skills.	sufficient readir	intervention	ssionals will use on programs to eading skills.	Classro	om teacher		intervention m data.	Intervention program log. Progress monitoring log.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in neo of improvement for the following subgroup:				
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Not Applicable			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
0% (0)	0% (0)			

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. To increase the percentage of students with disabilities making AYP in reading. Reading Goal #5D: 2012 Current Level of Performance: 2013 Expected Level of Performance: 33% (1) 75%% (3) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Length of available time The school will offer after Director Review data to see how FAIR; weekly students are progressing to provide remedial Title I Lead reading tests. school tutoring. instruction to struggling Title I teacher tutor will Teacher and identify students readers. work with SWD in a small that are not making sufficient academic pullout group. gains. Lack of sufficient reading Paraprofessionals will use Classroom teacher Review of intervention Intervention skills. intervention programs to program data. program log. enhance reading skills. Progress monitoring data.

1	l on the analysis of studen provement for the following		eference to "Guiding	g Questions", identify and o	define areas in need	
			To increase the	To increase the percentage of the economically disadvantaged students making AYP in reading.		
2012	Current Level of Perforr	nance:	2013 Expected	d Level of Performance:		
22% (22% (7)			67% (6)		
	Pr	roblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier Strategy R		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Length of available time to provide remedial instruction to struggling readers.	The school will offer after school tutoring. Title I teacher tutor will work the economically disadvantaged in a small	Director Title I Lead teacher	1	FAIR; weekly reading tests.	

		pullout group.	gains.	
2	readings skills.	Paraprofessionals will use intervention programs to enhance reading skills.	program data.	Intervention program log. Progress monitoring data.

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

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

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

Reading Budget:

Evidence-based Program(s)/Mate	rial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Social Studies Weekly	Weekly social studies newspaper	FTE	\$285.43
Phonics Literacy Centers	Phonics remediation	Title I	\$79.95
Nonfiction Comprehension Cards	Nonfiction comprehension	Title I	\$29.95
Paired Passages Linking Fact to Fiction	Comprehension	FTE	\$17.49
Harcourt Reading Workbooks	Reading comprehension	FTE	\$116.96
Time for Children	Weekly news magazine	FTE	\$162.60
Phonics Word boards	Phonics remediation	Title I	\$99.50
			Subtotal: \$791.88
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Accelerated Reader	Reading resource	FTE	\$2,410.50
Response System for Smartboard	Clickers	Title I	\$1,299.00
Ticket to Read	Reading resource	FTE	\$900.00
			Subtotal: \$4,609.5
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
Title I Teacher Tutor	Small group instruction	Title I	\$15,207.50
Listening Centers Equipment	Listening instruction	FTE	\$362.55
			Subtotal: \$15,570.0
			Grand Total: \$20,971.4

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. Not Applicable CELLA Goal #1: 2012 Current Percent of Students Proficient in listening/speaking: Not Applicable Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible Evaluation Tool Effectiveness of 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 Person or Process Used to Position Determine Responsible Anticipated Barrier Strategy **Evaluation Tool** Effectiveness of Strategy Monitoring No Data Submitted Students write in English at grade level in a manner similar to non-ELL students. 3. Students scoring proficient in writing. CELLA Goal #3: 2012 Current Percent of Students Proficient in writing:

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

CELLA Budget:

Evidence-based Progra	arri(3)/ Material(3)		و ا وا و ا زور د ۸
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 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. To increase the percentage of students achieving proficiency (FCAT Level 3) in mathematics. Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 32% (16) 35% (21) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Lesson plans will be Lack of critical thinking Use of higher order Director Consultation log reviewed by the director skills questions by teachers Walk throughs by during consultation the director meetings with teacher Length of available time The school will provide Director Review data to see how OnTrack testing; to provide extra help to after school tutoring. Title I Lead students are progressing Macmillan Teacher students who may need and identify students ConnectED unit 2 that are not making it. and chapter tests. sufficient academic gains. Lesson plans will be Lack of problem solving Use of problem solving Director Consultation log. skills. reviewed by director Walk throughs by steps daily by teacher. during consultation the director meetings. 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. Not Applicable Mathematics Goal #1b: 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 Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of Strategy Monitoring No Data Submitted

of im	provement for the fol	lowing	group:						
Leve	2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:				To increase the percentage of students achieving above level proficiency (FCAT Levels 4 and 5) in mathematics.				
2012	Current Level of Pe	erforr	nance:		2013 Expe	ected	d Level of Performar	ice:	
50%	(26)				55% (32)				
		Pr	oblem-Solving Process	to I	ncrease St	uder	nt Achievement		
	Anticipated Barrier Strategy Ro			Person or Position Responsible Monitoring	for	Process Used to Determine Effectiveness of Strategy		Evaluation Tool	
1	students who may need Tea				Review data to see h students are progress and identify students that are not making sufficient academic gains.	sing	OnTrack testing; Macmillan ConnectED unit and chapter tests.		
2	Tea		rector le I Lead acher assroom tead	cher	Review data to see h students are progress and identify students that are not making sufficient academic gains.	sing	OnTrack testing; Macmillan ConnectED unit and chapter tests.		
of im	provement for the fol	lowing		refer	rence to "Gu	iding	g Questions", identify a	and o	define areas in need
Stud math	lorida Alternate As ents scoring at or a nematics. ematics Goal #2b:		nent: Achievement Level 7 ir	ו	Not Applica	ble			
2012	Current Level of Po	erforr	nance:		2013 Expected Level of Performance:				
Not A	pplicable				Not Applicable				
		Pr	oblem-Solving Process	to I	ncrease Stu	uder	nt Achievement		
Anticipated Barrier Strategy Posi for				Posit Resp For	onsible	Dete Effe	cess Used to ermine ectiveness of ategy	Eval	uation Tool
			No I	Data	Submitted				
Rason	I on the analysis of s	tudon	t achievement data, and	refor	cence to "Cu	idina	Ouestions" identifie	and a	define areas in need
of im	provement for the fol	lowing	group:		T GILLE IO GU	iuiiig	g Questions, identity a	ariu (denne areas III need
1	CAT 2.0: Percentag s in mathematics.	e of s	tudents making learnir	ıg	To increase the percentage of students making learning gains				

in math.

2013 Expected Level of Performance:

Mathematics Goal #3a:

2012 Current Level of Performance:

70% (21)			75% (24)	75% (24)				
	Pr	roblem-Solving Process t	to Increase Studer	ncrease Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Length of available time to provide extra help to students who may need it.	The school will offer after school tutoring.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.			
2	Lack of problem solving skills.	Use of problem solving steps daily by teacher.	Director	Lesson plans will be reviewed by director during consultation meetings.	Consultation log. Walk throughs by the director.			

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. Not Applicable Mathematics Goal #3b: 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 Position Determine Anticipated Barrier Strategy Responsible **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: 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. To increase the percentage of students in the lowest 25% making learning gains in math. Mathematics Goal #4: 2012 Current Level of Performance: 2013 Expected Level of Performance: 50% (3) 75% (5) Problem-Solving Process to Increase Student Achievement Person or Process Used to Determine Position Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of

			Monitoring	Strategy	
1	Length of available time to provide extra help to students who may need it.	The school will offer after school tutoring. Title I teacher tutor will work with the bottom 25% in small pullout groups.	Title I Lead Teacher	students are progressing and identify students	OnTrack testing; Macmillan ConnectED unit and chapter tests.
2	Lack of problem solving skills.	Paraprofessionals will use Macmillan Triumphs (intervention program) to help the students with problem solving skills. Problem solving skills will be reviewed daily.		Review data to see how students are progressing and identify students that are not making sufficient academic gains.	Mini assessments

Based on Amb	itious but Achi	evable Annual	Measurable Objective	es (AMOs), AMO-2, I	Reading and Math Pe	erformance Target		
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Elementary School Mathematics Goal # The achievement gap will be reduced every year. 5A:					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
	85%	83%	85% 87% 88%					
Based on the	analysis of stud	dent achieveme	ent data, and referer	nce to "Guiding Ques	tions", 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 To increase the percentage of student subgroups making satisfactory progress in mathematics. satisfactory progress in mathematics Mathematics Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: White: 83% (35) White: 94% (30) Black: N/A Black: N/A Hispanic: N/A Hispanic: N/A Asian: N/A Asian: N/A American Indian: N/A American Indian: N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	provide remedial	The school will offer after school tutoring. Title I teacher tutor will work with students not making sufficient academic gains.	Title I Lead	students are progressing	OnTrack testing; Macmillan ConnectED unit and chapter tests.
2		Paraprofessionals will use Macmillan Triumphs (intervention program) to help students with problem solving skills. Problem solving skills will be reviewed daily.		Review data to see how students are progressing and identify students that are not making sufficient academic gains.	Mini assessments

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

	satisfactory progress in mathematics. Mathematics Goal #5C:				Not Applicable			
2012 Current Level of Performance:				2013 Expected Level of Performance:				
0% (0)				0% (0)				
	Р	roblem-Solving Proce	ss to I	ncrease Studer	nt Achievement			
Anticipated Barrier Strategy Ro			Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Not Applicable	Not Applicable	No	t 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:

	tudents with Disabilities factory progress in math	` ′		To increase current level of students with disabilities making progress in mathematics			
Math	ematics Goal #5D:		progress in mat	progress in mathematics			
2012	Current Level of Perform	nance:	2013 Expected	d Level of Performance:			
0% (3	3)		100% (3)	100% (3)			
Problem-Solving Process to I			to Increase Studer	nt Achievement			
	Anticipated Barrier Strategy R		Person or Position Responsible for Monitoring	Position Determine Effectiveness of			
1	Lack of available time to provide remedial instruction to struggling math students.	The school will offer after school tutoring. Title I teacher tutor will work with SWD in a small group.	Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; Macmillan ConnectED unit and chapter tests.		
2	Lack of sufficient problem solving skills.	Paraprofessionals will use Macmillan Triumphs (intervention program) to help the students with problem solving skills. Problem solving skills will be reviewed daily.		Review data to see how the students are progressing and identify students that are not making sufficient gains.	Mini assessments		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	To increase/maintain the percentage of the economically disadvantaged students making satisfactory progress in mathematics.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
87% (28)	90% (30)				

ш	<u> </u>								
	Problem-Solving Process to Increase Student Achievement								
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
	1	Lack of available time to provide remedial instruction to struggling math students.	The school will offer after school tutoring. Title I teacher tutor will work with the economically disadvantaged in a small pullout group.	Director Title I Lead Teacher	l .	OnTrack testing; Macmillan ConnectED unit and chapter tests.			
	2	Lack of sufficient problem solving skills.	Paraprofessionals will use Macmillan Triumphs (intervention program) to help the students with problem solving skills. Problem solving skills will be reviewed daily.		Review data to see how students are progressing and identify students that are not making sufficient academic gains.	Mini assessments			

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:

Strategy	Description of Resources	Funding Source	Available Amount
Beat the Clock! Math practice boards	Math remediation	Title 1	\$129.00
	•	•	Subtotal: \$129.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Response System for Smartboard	Clickers	Title I	\$1,299.00
IXL	Web based math remediation program	FTE	\$850.00
			Subtotal: \$2,149.00
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
Title I Lead Teacher	Small group instruction	Title I	\$15,207.50
	-	-	Subtotal: \$15,207.5

Elementary and Middle School Science Goals

areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement

Level 3 in science.

* 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

Level 3 in science. Science Goal #1a:				To increase the percentage of students achieving proficiency (FCAT Level 3) in science.				
2012	Current Level of Pe	rformance:		2013 Ехр	ecte	ed Level of Perforr	mano	ce:
40%	40% (6)			50% (8)	50% (8)			
	Pro	bblem-Solving Proces	s to I	Increase S	tude	ent Achievement		
	I		Person or Position Responsible for Monitoring		Process Used t Determine Effectiveness o Strategy		Evaluation Tool	
1	materials that broaden time at school for Tit		irector tle I Lead eacher		Review data to see how students are progressing and identify students t are not making sufficient academic gains.	hat	OnTrack testing; chapter and unit tests.	
Based	d on the analysis of st	udent achievement data	a, and	d reference	to "(Guiding Questions",	ider	ntify and define
		ent for the following gro						
Stud	Iorida Alternate Ass ents scoring at Leve nce Goal #1b:	essment: Is 4, 5, and 6 in sciend	ce.	Not Applic	Not Applicable			
2012	Current Level of Pe	rformance:		2013 Exp	2013 Expected Level of Performance:			
Not A	pplicable			Not Applicable				
	Pro	bblem-Solving Proces	s to I	Increase S	tude	ent Achievement		
Posi Anticipated Barrier Strategy Res for				Dete Effe	cess Used to ermine ectiveness of ategy	Eva	luation Tool	
		No	Data	Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above

				To increase the percentage of students achieving above proficiency (FCAT Levels 4 and 5) in science.		
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
36% (5)			37% (6)	37% (6)		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Access to educational materials that broaden and enhance a student's science background.		Director Title I Lead Teacher	Review data to see how students are progressing and identify students that are not making sufficient academic gains.	OnTrack testing; chapter and unit tests	

3	of student achievement da vement for the following gr		I reference	to "Guiding Questions	", identify and define
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 Proce	ss to I	ncrease S	Student Achievement	
Anticipated Barrier Strategy Resp		on or tion ponsible itoring	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
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Science Budget:

Evidence-based Program(s)/Mat	erial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Weekly Reader with Science Spin	Non fiction reading	FTE	\$278.78
			Subtotal: \$278.78
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Education	Supplemental science resource	Title I	\$1,345.00
			Subtotal: \$1,345.00
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: \$1,623.78

End of Science Goals

Writing Goals

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

	d on the analysis of stude ed of improvement for the		nd reference to "Gi	uiding Questions", identify	y and define areas	
3.0 a	CAT 2.0: Students scor nd higher in writing. ng Goal #1a:	ing at Achievement Le	To increase th	To increase the percentage of students achieving proficiency (FCAT Level 3 or higher) in writing.		
2012	Current Level of Perfo	rmance:	2013 Expecte	ed Level of Performance	e:	
78%	(14)		100% (18)	100% (18)		
	Prob	olem-Solving Process	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of adequate writing skills.	Paraprofessional will work with small group.	Classroom Teacher	Review data to see how students are progressing and identify students that are not making progress.	assignments.	
2	Lack of time to develop adequate writing skills.	After school tutoring	Classroom Teacher	Review data to see how students are progressing and identify students that are not	assignments	

Based on the analysis of in need of improvement	student achievement data, for the following group:	and r	eference to	o "Guiding Questions", io	lentify and define areas
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	s to I	ncrease S	tudent Achievement	
for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data :	Submitted		

making progress.

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
		ľ	No Data Submitted	d		

Writing Budget:

Evidence-based Program(s) Strategy	Description of Resources	Funding Source	Available Amount
Kathy Robinson's Just Conventions	Teaching resources	FTE	\$36.99
Daily Sentence Editing	Language instruction	FTE	\$27.49
			Subtotal: \$64.48
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: \$64.48

End of Writing Goals

Attendance Goal(s)

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

	on the analysis of atterprovement:	ndance data, and referer	nce to "Guiding Que	estions", identify and def	ine areas in need		
Attendance Attendance Goal #1:			To lower the a	To lower the absenteeism and tardy rate			
2012	Current Attendance Ra	ate:	2013 Expecte	d Attendance Rate:			
91% (110)			92% (113)	92% (113)			
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expecte Absences (10	d Number of Students or more)	with Excessive		
11			10	10			
1	Current Number of Stues (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)			
11			8	8			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Economic situation of the family eg. car problems, lack of affordable health care, etc.	FluMist program on site, health screenings (hearing and sight) on site, and health programs in classrooms.	Director Classroom teachers.	Review attendance/tardy data	Infinite Campus attendance/tardy daily roster.		

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
		N	lo Data Submitted	t		

Attendance 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 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)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal #1:	Not Applicable				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
0	0				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In- School				
0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				

0			C	0			
2012 Total Number of Students Suspended Out-of- School				2013 Expected Number of Students Suspended Out- of-School			
0			C	0			
	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Res	Person or Position sponsible 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	
No Data Submitted							

Suspension 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

Parent Involvement Goal(s)

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

1	Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
1. Pa	rent Involvement						
Pare	nt Involvement Goal#	1:					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.			To increase p	arent involvement			
2012	Current Level of Parer	nt Involvement:	2013 Expec	2013 Expected Level of Parent Involvement:			
25% (30)			40% (40)				
	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible fo Monitoring	Process Used to Determine or Effectiveness of Strategy	Evaluation Tool		
1	Parents unable to attend workshops or meetings due to scheduling conflicts.	Hold meetings at various times to accommodate the variety of parent schedules.	Title I Lead Teacher Director	Review attendance of parents at meetings and workshops.	Evaluation forms for meeting and workshops.		

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement/101 Ways to Create Real Family Engagement by Steven Constentino	K - 5	Director Title I Lead Teacher	Itaachare Hiractar		Monitor volunteer sign up book to determine if volunteering is increasing. Monitor attendance at Title I Parent Involvement Workshops	Director Title I Lead Teacher
Four (4) Modules of Parent Involvement	K - 5	Title I Lead Teacher	Classroom teachers, classroom aides, Director, special teachers, and Title I Lead Teacher	September, 2012 - May 2013	Will meet with PTO president/Title I Lead Teacher to see if parent involvement is increasing	Title I Lead

Evidence-based Program(s)/Ma	terial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Book Study - 101 Ways to Create Real Family Engagement by Steven Constantino	Book	FTE	\$182.55
			Subtotal: \$182.55
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Workshops	Workshop supplies/Childcare	Title I	\$1,072.00
School T-Shirts	T-Shirts	FTE	\$803.00
Student Planners	Planners	FTE	\$521.20
			Subtotal: \$2,396.20
			Grand Total: \$2,578.75

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:			Not Applicable			
Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier		Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

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

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

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

STEM Budget:

Evidence-based Progra	arri(s)/iviateriar(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 STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

New Notion	Reading Social Strategy Resources Funding Source Available Amoun Reading Social Studies Weekly social studies newspaper FTE \$285.45 (Seading Phonics Literacy Phonics remediation Title I \$79.95 (Centers Phonics Centers Phonics remediation Phonics Centers Phonics remediation Title I \$20.95 (Seading Parader Passages Linking Fact to Fietbon Comprehension Cards Comprehension Title I \$20.95 (Comprehension PFE Standard) Phonics Comprehension PFE Standard Phonics Comprehension PFE Standard Phonics Word boards Phonics remediation PFE Standard Phonics Phonics Phonics PFE Standard Phonics Phonics PFE Standard Phonics Phonics PFE Standard	Evidence-based Progra	am(s)/Material(s)			
Reading Phonics Ilteracy Phonics remediation Title I \$79.9 Reading Centers Nonfiction Comprehension Cards Comprehension Title I \$29.9 Reading Paired Passages Unking Fact to Fiction Reading Workbooks Comprehension FTE \$116.9 Reading Workbooks Comprehension FTE \$116.9 Reading Phonics Word boards Phonics remediation Title I \$590.5 Mathematics Passages Provided Phonics Formediation Title I \$590.5 Mathematics Passages Provided Phonics Formediation Title I \$590.5 Mathematics Practice boards Phonics remediation Title I \$590.5 Mathematics Practice boards Phonics remediation Title I \$529.0 Mathematics Practice boards Phonics remediation Title I \$529.0 Mathematics Practice Boards Phonics Formediation Practice Practice Practice Practice Boards Practice Pract	Reading Phonics Literacy Phonics remediation Title I \$79,95 Centers Reading Control Comprehension Cards Comprehension FTE \$11.49 Centering Paracel Passages Linking Fact to Fietlian Reading Reading Workbooks Reading Reading Reading Phonics Work boards Phonics remediation FTE \$11.69 Centering Passages Comprehension FTE \$11.69 Centering Passages Passages Phonics remediation FTE \$1.62 Centering Passages	Goal	Strategy		Funding Source	Available Amount
Reading Nonfiction Comprehension Title I \$29.9 Reading Nonfiction Comprehension Title I \$29.9 Reading Paired Passages Unking Fact to Fiction Workbooks Comprehension FTE \$11.4 \$11.6	Reading	Reading	Social Studies Weekly		FTE	\$285.43
Reading Comprehension Cards comprehension little \$224.9 Reading Paired Passages Comprehension FTE \$17.4 Reading Harcourt Reading Reading Comprehension FTE \$116.9 Reading Time for Children Weekly news magazine FTE \$116.2 Reading Phonics Word boards Phonics remediation Title \$19.5 Mathematics Baat the Clock! Math practice boards Math remediation Title \$19.5 Mathematics Baat the Clock! Math practice boards Math remediation Title \$120.0 Meekly Reader with science Science Weekly Reader with Science Science Spin Non fiction reading FTE \$278.7 Writing Kathy Rebinson's Just Conventions Tacching resources FTE \$36.9 Writing Daily Sentence Editing Language instruction FTE \$22.4 Subtotal! \$1,264.1 Reading Accelerated Reader Reading resource FTE \$2.4 Reading Accelerated Reader Reading resource FTE \$2.4 Reading Response System for Smartboard Reading resource FTE \$900.0 Mathematics Response System for Smartboard Reading resource FTE \$900.0 Mathematics IXL Web based math remediation program FTE \$1.299.0 Mathematics IXL Web based math remediation program FTE \$1.345.0 Science Discovery Education Supplemental science Title \$1.299.0 Resources Discovery Education Supplemental science Title \$1.345.0 Resources Punding Source Available Amour Resources FTE \$1.345.0 Resources Punding Source Available Amour Resources FTE \$1.345.0 Resources Punding Source Available Amour Resources FTE \$1.345.0 Reading Title Teacher Tutor Small group instruction Title \$1.290.0 Reading Listening Centers Listening instruction FTE \$36.2.5 Mathematics Title Lead Teacher Small group instruction Title \$1.072.0 Reading Title Lead Teacher Small group instruction Title \$1.072.0 Reading Title Lead Teacher Small group instruction Title \$1.072.0 Reading Listening Centers Listening instructio	Comprehension Cards Comprehension Ittle September September Seading Paired Passages Comprehension FTE Seading Paired Passages Comprehension FTE Seading Seading Harcourt Reading Reading Comprehension FTE Seading Time for Children Weekly news magazine FTE Seading Phonics Word boards Phonics remediation Title September Seading Phonics word boards Phonics remediation Title September Seading Phonics word boards Phonics remediation Title September Seading Phonics remediation Phonics remediation Phonics remediation Title September Seading Phonics remediation Phonics remediat	Reading		Phonics remediation	Title I	\$79.95
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Subtotal: \$1,264.1 echnology Goal Strategy Description of Resources Funding Source Available Amour Reading Accelerated Reader Reading resource FTE \$2,410.5 Reading Response System for Smartboard Clickers Title I \$1,299.0 Reading Ticket to Read Reading resource FTE \$900.0 Mathematics Response System for Smartboard Clickers Title I \$1,299.0 Mathematics Response System for Smartboard FTE \$900.0 Mathematics IXL Web based math remediation program FTE \$850.0 Science Discovery Education Supplemental science resource FTE \$900.0 Foreign Supplemental Science Title I \$1,345.0 Foreign Strategy Description of Resources FTE \$1,345.0 Foreign Strategy Parent Involvement Strategy Book FTE \$182.5 Subtotal: \$182.5 Sub	Subtotal: \$1,264.1 echnology Goal Strategy Description of Resources Funding Source Available Amount Reading Accelerated Reader Reading resource FTE \$2,410.50 Reading Response System for Smartboard Clickers Title I \$1,299.00 Mathematics Response System for Smartboard Clickers Title I \$1,299.00 Mathematics Response System for Smartboard Clickers Title I \$1,299.00 Mathematics IXL Web based math remediation program FTE \$850.00 Science Discovery Education Supplemental science resource Title I \$1,345.00 Science Discovery Education Persource FTE \$850.00 Subtotal: \$8,103.5 FORESSIONAL Development Goal Strategy Description of Resources Funding Source Available Amount Supplement Py Steven Constantino FTE \$182.55 Reading Title I Teacher Tutor Small group instruction Title I \$15,207.50 Mathematics Title I Eacher Small group instruction FTE \$362.55 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group instruction Title I \$15,207.50 Mathematics Title I Leacher Small group	Writing		Teaching resources	FTE	\$36.99
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Parent Involvement to Create Real Family Engagement by Steven Constantino Book FTE \$182.5 Subtotal:	Parent Involvement to Create Řeal Family Engagement by Steven Constantino Subtotal: \$182.55 Subtotal: \$38.55 Subtotal: \$33,173.75 Subtotal: \$33,173.75	Goal	Strategy		Funding Source	Available Amount
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GoalStrategyDescription of ResourcesFunding SourceAvailable Amount ResourcesReadingTitle I Teacher TutorSmall group instructionTitle I\$15,207.5ReadingListening Centers EquipmentListening instructionFTE\$362.5MathematicsTitle I Lead TeacherSmall group instructionTitle I\$15,207.5Parent InvolvementParent WorkshopsWorkshop supplies/ChildcareTitle I\$1,072.0Parent InvolvementSchool T-ShirtsT-ShirtsFTE\$803.0Parent InvolvementStudent PlannersPlannersFTE\$521.2	Boal Strategy Description of Resources Funding Source Available Amount Reading Title I Teacher Tutor Small group instruction Title I \$15,207.50 Reading Centers Equipment Listening Centers Equipment Small group instruction FTE \$362.55 Parent Involvement Parent Workshops Workshop Supplies/Childcare Parent Involvement School T-Shirts T-Shirts FTE \$803.00 Parent Involvement Student Planners Planners FTE \$521.20 Subtotal: \$33,173.7					Subtotal: \$182.55
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Parent Involvement Parent Workshops Workshop supplies/Childcare Parent Involvement School T-Shirts T-Shirts FTE \$803.0 Parent Involvement Student Planners Planners FTE \$521.2	Parent Involvement Parent Workshops Workshop supplies/Childcare Title I \$1,072.00 Parent Involvement School T-Shirts T-Shirts FTE \$803.00 Parent Involvement Student Planners Planners FTE \$521.20 Subtotal: \$33,173.7	Reading	<u> </u>	Listening instruction	FTE	\$362.55
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Parent Involvement Student Planners Planners FTE \$521.2	Parent Involvement Student Planners Planners FTE \$521.20 Subtotal: \$33,173.7	Parent Involvement	Parent Workshops		Title I	\$1,072.00
	Subtotal: \$33,173.7	Parent Involvement	School T-Shirts	T-Shirts	FTE	\$803.00
Subtotal: \$33,173.7		Parent Involvement	Student Planners	Planners	FTE	\$521.20
	Grand Total: \$42,723.9					Subtotal: \$33,173.75

Differentiated Accountability

	jn Priority	jn Focus	jn Prevent	j n na	
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Are you a reward school: jn Yes jn No

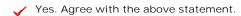
A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/11/2012)

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.



Describe projected use of SAC funds	Amount
No data submitted	

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

SAC will conduct the annual school climate survey, conduct the Board of Directors elections, and approve the School Improvement Plan

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

Alachua School Distric MI CANOPY AREA COO 2010-2011		SCHOOL, IN	C.			
	Reading	Math	Writing		Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	93%	92%	82%	353	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	76%	82%			158	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	76% (YES)	82% (YES)			158	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					669	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested

MI CANOPY AREA COO 2009-2010	Reading	Math		Science	Grade Points	
					Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	84%	93%	56%	313	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	82%			156	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	74% (YES)	82% (YES)			156	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					625	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					А	Grade based on total points, adequate progress, and % of students tested