

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Suncoast School for Innovative Studies	District Name: Sarasota
Principal: Stephen Evans	Superintendent: Lori White
SAC Chair:	Date of School Board Approval:

Student Achievement Data:

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

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

List your school’s highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Stephen Evans	AA Degree in Science Ferrum College BA Elementary Education	3	14	School Grades 2008-2009 A; 2009-2010 C; 2010-2011 A Stephan has expanded the school population and in March, the primary school moved into a new facility. The middle school has not been able to expand into the old facility.

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		Marshall University MA Counseling NC A&T State University PhD Studies in Leadership Walden University			
Assistant Principal					

Highly Qualified Instructional Coaches

List your school’s highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
	Allocations are not sufficient to provide for instructional coaches.				

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)

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1. Advertisement of Positions	Mary Ann Jablonski	Ongoing	
2. Review of Resumes - Interviews	Leadership Team	Ongoing	
3. Regular meetings with new staff	Executive Director	Ongoing	
4. Partnering new teachers with mentors	Executive Director/Leadership Team	Ongoing	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None – All meet the requirement of Highly Qualified and none are teaching out of field.			

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

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32	6.5%	70.4	20%	3.1%	6.5%	100%	6.5%	0	18.75%
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Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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
Laurie Verier	Kristine Lorman, and Amy Yusko	She is trained to coach instructional best practices. We used her last year.	Classroom Observation, modeling, Mentoring, collaborative planning

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A ; The Title I Program I now in the second year and will enable the school to give more individualized attention to the skill areas that are the weakest as indicated on FCAT (Levels 1 & 2) and FAIR. The teachers will plan with the Title I teachers and will also monitor the progress of this additional instruction. The Title I coordinator will do additional assessment to pinpoint other areas of concern and plan for the remediation of these areas as well. This program will coordinate the program and responsibilities for all of the Tier 1 and Tier 2 students. Parents will become partners with us in the education of their children. Resource materials have been purchased that will also support these students in the classrooms.
Title I, Part C- Migrant
Title I, Part D

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Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

Response to Instruction/Intervention (RtI)

School-Based RtI Team
<p>Identify the school-based RtI Leadership Team.</p> <p>Suncoast School for Innovative Studies Rti Team is comprised of SSIS Administration, ESE providers, School Psychologist, School Counselor and General Education provider. Its goal is to meet or exceed the district and state requirements for assisting identification of students and the eligibility requirements.</p> <p>The team consists of and lists their primary responsibility:</p> <p>Executive Director - primary purpose is to ensure that all participants are present and that all options for intervention are explored within the ability of the services offered.</p>

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General Education Teachers: Provides information about the identified student and the services that are currently being offered, interventions taken, and parent communication.

Exceptional Student Education (ESE) Teachers: Provides information about support services and assists in the Intervention Plan.

Counselor: Provides information about support programs and assists in the Intervention Plan.

Psychologist: Provides information as to the student's ability, if accessible, supports and assist in the Intervention Plan.

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

The RtI Team meets once a week to discuss the following: Formative and summative student data, reviews grades, academic needs, instructional strategies, and delivery of services for indentified students and monitors the time-lines of implementation of services for identifying students. Ongoing student progress and monitoring will occur to determine progress and assessment, needs and further instructional interventions. This past year, there were several training sessions held for the members of this team.

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

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

RtI Implementation

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

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

Describe the plan to train staff on RtI.

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

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Leadership Team consists of the Executive Director, Guidance, ESE Representative, Lead Teachers from the Primary, Intermediate and Middle Grades.

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

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

As in years past, the major initiatives are focused on improved academics. It is interesting to note the effect that separating the middle and elementary students has had on both groups. Since the middle and elementary schools are now located on two different campuses, we are looking forward to an even greater effect of our efforts with these students. There are now specific teachers available to provide support to both schools.

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**

Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

- **Public School Choice with Transportation (CWT) Notification**

Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

April 2011

Rule 6A-1.099811

Revised April 29, 2011

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****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.

Currently we have a VPK program on our campus. While there has been a director change for this year, the new director is a highly qualified individual with a great deal of background knowledge on children of this age. She is aware of the prerequisites for becoming a successful Kindergarten student. There is an open line of communication between the two programs with students visiting each other's classrooms as the year progresses. All Kindergarten students take the Florida Assessment of Instruction in Reading (FAIR) as part of the screening to ascertain individual student academic needs as early as possible. Based on screening results and ongoing progress monitoring, students participate in a challenging differentiated learning environment. The FAIR will be administered three times during Kindergarten to monitor student performance. In addition, the Title I coordinator will do additional assessment. The VPK program is aware of these foundational skills and incorporates them into the program. She will also be notified what areas she can emphasize more in the VPK based on the FAIR results.

Parent meetings and Open Houses are scheduled at the end of the school year and the beginning of the next to give the students and parents a chance to become familiar with our program.

Students who enter our school are administered the required screening tests (FLKRS and FAIR) to obtain baseline information. In addition, Multiple Intelligence Tests are administered to all Kindergarten students.

****Grades 6-12 Only*** Sec. 1003.413(b) F.S

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

The majority of our teachers 6-8, have been through the Florida Online Reading Professional Development (FORPD) course which advocates that all teachers are reading teachers. This has been one of the tenets that we have implemented in our program. Teams meet to discuss how we can work together to meet the reading needs of our students in all content areas. FAIR data is shared by all teachers.

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****High Schools Only***

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS			Problem-Solving Process to Increase Student Achievement					
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1: By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.			1.1. Lack of prior knowledge on many topics. 1.2. Student attitude 1.3. Parent Support	1.1. The school will utilize assessment data to determine missing skills. Analysis of the test data to determine where the strengths and weaknesses lie. Spelling list for word analysis. Review common jargon for curriculum and testing areas. Assessment of multiple intelligences. Conferences with students to share the information.	1.1. Executive Director – School Leadership Team, Classroom teachers	1.1. School Director in conjunction with the Leadership Team will review the assessment data. Classroom teachers will use this data to drive their instruction.	1.1. Improvement on assessments	
								<table border="1"> <tr> <th>2011 Current Level of Performance:*</th> <th>2012 Expected Level of Performance:*</th> </tr> <tr> <td><i>In grades 3 – 8, 38.9% of the total population scored a level 3 on the 2011 FCAT Reading Test</i></td> <td><i>In grades 3 – 8, 42.9% of the total population scored a level 3 on the 2012 FCAT Reading Test</i></td> </tr> </table>
2011 Current Level of Performance:*	2012 Expected Level of Performance:*							
<i>In grades 3 – 8, 38.9% of the total population scored a level 3 on the 2011 FCAT Reading Test</i>	<i>In grades 3 – 8, 42.9% of the total population scored a level 3 on the 2012 FCAT Reading Test</i>							
			1.2. Familiarity with the depth and complexity of the curriculum and its content. Time Management	1.2 Teachers will utilize the assessment date to design lessons that will include questions to promote depth of knowledge in daily classroom assignments. Morning work will utilize this type of questioning. Storytown to bring about literacy	1.2. School Director – Leadership Team	1.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for the classroom assignments.	1.2. Continued monitoring of the assessment results and weekly review of student’s progress on their daily assignments.	1.2.

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			awareness. Small group discussions and research will focus on these skills.			
		1.3. Utilize focused instruction, including use of multiple intelligences, on specific skill weaknesses as determined by the assessments. Students will understand their as part of the student accountability conferences and agreements.	1.3.Team Leader, Classroom teachers	1.3. Administrator will be aware of the assessments and the MI of the students. And will monitor the recommendations through meetings with the team leader and with classroom walkthroughs.	1.3. Effectiveness will be determined through assessments.	1.3.
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:		2.1. Lack of Prior knowledge on topics 2.2 Student attitude 2.3 Parent Support	2.1 Assessment data will be used to design affective lessons in all content areas. Teachers will informally assess the students’ interest with an Interest Inventory to determine the students’ special interests.	2.1. Executive Director – School Leadership Team, Classroom teachers	2.1. School Director in conjunction with the Leadership Team will review the data. Teachers will provide opportunities for study within the specific areas of interest.	2.1. Printout of assessment results
By the year 2012 in grades 3 – 8 there will be a four point increase for all students in subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating proficiency.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<i>In grades 3 – 8, 25% of the total population scored a level 3 on the 2011 FCAT Reading Test</i>	<i>In grades 3 – 8, 29% of the total population scored a level 3 on the 2012 FCAT Reading Test</i>	2.2 Familiarity with the depth and complexity of the curriculum and its content.	2.2 All teacher will include depth of knowledge questions in their lessons. Morning work will include differentiated questions. Vocabulary will include all three tiers of vocabulary learning. Multiple Intelligences will be reflected in the projects and	2.2.. School Director – Leadership Team All teachers	2.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the depth of knowledge questions for the classroom assignments. Projects, reports, research and daily work will reflect an increase in the depth of knowledge of the students.

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			research.			
		2.3. Time Management	<p>2.3 Utilize focused instruction, including use of multiple intelligences, on specific skill weaknesses as determined by the original assessment.</p> <p>Projects and research will include the specific skills outlined above.</p> <p>Morning work will utilize this type of questioning.</p> <p>Using Storytown content, the students will become more aware of literacy components.</p> <p>Interdisciplinary Art Projects</p> <p>Kindle e-reader for the above level students.</p> <p>Success Maker</p>	2.3 All Classroom teachers	2.3. Administrator will be aware of the assessments and the MI of the students. And will monitor the recommendations through meetings with the team leader and with classroom walkthroughs.	2.3 Effectiveness will be determined through ongoing assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading		3.1 Lack of vocabulary and prior knowledge 3.2 Student attitude 3.3 Parent Support	3.1 The school will utilize the assessment date to drive instruction.	3.1 Executive Director – School Leadership Team – Classroom teachers	3.1. School Director in conjunction with the Leadership Team will review the assessment data. .	3.1. Printout of the ongoing assessment results
<u>Reading Goal #3:</u>						
By the year 2012, In grades 3 – 8 there will be a four point increase for all students in subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain.	<i>In grades 3 – 8, 64.4% of the total population scored a level 3 on the 2011 FCAT Reading Test</i>	<i>In grades 3 – 8, 68.4% of the total population scored a level 3 on the 2012 FCAT Reading Test</i>	<p>Differentiation of lessons will be driven by this data.</p> <p>Analysis of the test data to determine where the strengths and weaknesses lie.</p> <p>Spelling list for word analysis</p> <p>Review common jargon for curriculum and testing area</p> <p>Assessment of Multiple Intelligences.</p> <p>Conferences with students to share the information.</p>		All teachers will be responsible for collecting the data to share with the director and leadership team.	

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				Kindle e-reader Success maker							
			3.2 Familiarity with the depth and complexity of the curriculum and its content.	3.2 Include in depth knowledge questions in daily classroom assignments. Students will understand their part of the student accountability conferences and agreements. Alumni mentoring and feedback Lunchtime Learning Small group work,		3.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing in depth knowledge questions for the classroom assignments.	3.2. Continued monitoring of the assessment results and weekly review of student's progress on their daily assignments.				
			3.3 Time Management	3.3. Utilize focused instruction, including use of multiple intelligences, on specific skill weaknesses as determined by assessments Kagan MI strategies will be employed in the projects and reports assigned. Cooperative Learning groups Storytown guidelines Success Maker	3.3. Team Leader – Classroom teachers	3.3 Administrator will be aware of the assessments an the MI of the students. And will monitor the recommendations through meetings with the team leader and with classroom walkthroughs, Classroom teachers will observe the students and that they are utilizing their MI to achieve mastery of subject matter.	3.3 Effectiveness will be determined through on going assessment.				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:			4.1. Limited language ability 4.2 Student attitude 4.3 Parent Support	4.1. The school will utilize the assessment data to drive instruction of the students at this level. Analysis of the test data to determine where the strengths and weaknesses lie. Spelling list for word analysis. Review common jargon for	4.1. Executive Director – School Leadership Team – Classroom teachers, ESE personnel and Title I Coordinator	4.1. School Director in conjunction with the Leadership Team will review the assessment data. Classroom teachers and specialists will monitor areas of concern.	Printouts of on going assessment.				
By the year 2012, there will be a minimum of a four percentage point increase for all student demonstrating a learning gain in the lowest quartile.			<table border="1"> <tr> <td><u>2011 Current Level of Performance:*</u></td> <td><u>2012 Expected Level of Performance:*</u></td> </tr> <tr> <td><i>In grades 3 – 8, 73% of the total population scored a level 3 on the 2011 FCAT Reading Test</i></td> <td><i>In grades 3 – 8, 77% of the total population scored a level 3 on the 2012 FCAT Reading Test</i></td> </tr> </table>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	<i>In grades 3 – 8, 73% of the total population scored a level 3 on the 2011 FCAT Reading Test</i>	<i>In grades 3 – 8, 77% of the total population scored a level 3 on the 2012 FCAT Reading Test</i>				
<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>										
<i>In grades 3 – 8, 73% of the total population scored a level 3 on the 2011 FCAT Reading Test</i>	<i>In grades 3 – 8, 77% of the total population scored a level 3 on the 2012 FCAT Reading Test</i>										

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			curriculum and testing areas. Assessment of multiple intelligences				
		4.2 Familiarity with the depth and complexity of the curriculum and its content.	a. Title I Resource Teachers will focus on the skills needed to promote success. Small focused group sessions. Specific instruction in depth of knowledge skills (high order thinking) Physical activity class to improve perceptual skills. Purchase of learning aids to help organizational skills.	4.2. School Director – Leadership Team – Classroom teachers - Title I team and specialists	4.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the depth of knowledge questions for the classroom assignments. Teachers specifically note students who are exhibiting in depth learning	4.2. Continued monitoring of the ongoing assessment results and weekly review of student’s progress on their daily assignments.	
		4.3 Time management	b. Progress monitoring will be an integral part of the process of effective instruction. Differentiated lessons plans and morning work. Push in programs Emphasis on Tier 2 vocabulary Lunchtime Learning Student Recovery Plan Success Maker Kindle e-reader	4.3. Team Leader – Classroom teachers – Title I Teachers – ESE specialists – Parent Volunteers	4.3. Administrator will be aware of the assessments and the MI of the students. And will monitor the recommendations through meetings with the team leader and with classroom walkthroughs. Improvement in the performance of students noted through the monitoring of classroom work and attitudes.	4.3. Effectiveness will be determined through ongoing assessments	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian,	5A.1.Population White: 55.50% Black: 17.00%	5A.1. The school will utilize the assessment data to drive instruction of the students at this	5A.1. Executive Director – School Leadership Team – Classroom	5A.1. School Director in conjunction with the Leadership Team will review the assessment	5A.1. Printout of ongoing assessment data.	

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<p>reading <u>Reading Goal #5A:</u></p>	<p>American Indian)</p>		<p>Hispanic: 18.10% Multiracial 7.90% Asian: 0.80% American Indian: 0.80%</p>	<p>level. Analysis of the test data to determine where the strengths and weaknesses lie.</p>	<p>Teachers – Title I Teachers – ESE teachers</p>	<p>data. Teachers will closely monitor student work for improvement, and additional modifications.</p>	
<p>By the year 2012, In grades 3 – 8 there will be a four point increase for all students in subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>	<p>5A.1 The lack of incentives for learning.</p>	<p>Spelling list for word analysis.</p>			
	<p><i>In grades 3 – 8 62% of our students showed improvement on FCAT 2011</i> White: 64% Black: 46% Hispanic: 67% Asian: American Indian:</p>	<p><i>In grades 3 – 8m 66% of our students will show improvements on FCAT 2012</i> White: 68% Black: 50% Hispanic: 71% Asian: American Indian:</p>	<p>5A.2 Student attitude 5A.3 Parent Support 5A.4 Lack of prior knowledge</p>	<p>Review common jargon for curriculum and testing areas. Assessment of multiple intelligences Additional Testing in areas as needed: Vision and Hearing screening Perceptual Development Vocabulary Development Motor Skills</p>			
			<p>5A.2. Familiarity with the depth and complexity of the curriculum and its content. Lack of prior knowledge and vocabulary</p>	<p>5A.2. Title I Resource Teachers will focus on the skills needed to promote success. Small groups Specific skill remediation for developmental delays. Applications of depth of knowledge skills</p>	<p>5A.2.. School Director – Leadership Team – Classroom Teachers – Title I teachers – ESE teachers – Paraprofessionals and volunteers</p>	<p>5A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the plans for differentiating instruction, work, an depth of knowledge questions for the classroom assignments.</p>	<p>5A.2. Continued monitoring of the ongoing assessment results and weekly review of student’s progress on their daily assignments.</p>
			<p>5A.3. Time Management</p>	<p>5A.3. Progress monitoring will be an integral part of the process of effective instruction Differentiated lessons plans and morning work. Push in programs Emphasis on Tier 2 vocabulary Lunchtime Learning</p>	<p>5A.3. Team Leader – Classroom Teachers – Title I Teachers – Paraprofessionals – Volunteer parents – ESE personnel.</p>	<p>5A.3. Administrator will be aware of the ongoing assessments and the MI of the students. And will monitor the recommendations through meetings with the team leader and with classroom walkthroughs. Teachers will continually monitor the students’ work to applaud progress, modify instruction and challenge the students to move into</p>	<p>5A.3. Effectiveness will be determined through on going assessments</p>

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			Student Recovery Plan Success Maker Kindle e-reader		the next level of achievement.		
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5B:</u> By the year 2012, In grades 3 – 8 there will be a four point increase for all students in subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain.	Reading Goal #5B: English Language Learners (ELL)		5B.1. Lack of reading incentives 5B.2. Student attitude 5B.3 Parent Support 5B.4 Inadequate prior knowledge and vocabulary	5B.1. The school will utilize the assessment data to drive instruction of the students at this level. Additional assessment Peabody Picture Vocabulary Tests Multiple Intelligence Other developmental tests as needed: Vision, hearing, perceptual, motor etc.	5B.1. Executive Director – School Leadership Team – Classroom Teachers – Title I Teachers – ESE teachers	5B.1. School Director in conjunction with the Leadership Team will review the assessment data. Teachers note ELL students more effectively understanding the language and using skills to acquire more.	5B.1. Printout of assessment data
	2011 Current Level of Performance: * <i>Data Not Available</i> (6.8% of total school population are ELL)	2012 Expected Level of Performance: * <i>Date Not Available</i>	5B.2. Familiarity with the depth and complexity of the curriculum and its content. Lack of specific English vocabulary.	5B.2. Additional strategies and/or materials geared to better meet the needs of the ELL students will be included in the instruction. Small groups Specific skill remediation for developmental delays. Applications of depth of knowledge skills Vocabulary building activities (Vocabulary parade)	5B.2. School Director - Leadership Team - ESOL Liaison	5B.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for the classroom assignments. Teachers observing students more comfortable with the language and using the skills to improve,	5B.2. Continued monitoring of the assessment data and weekly review of student's progress on their daily assignments.
			5B.3. Time Management	5B.3. Utilize focused instruction, including use of multiple intelligences, specific skill weaknesses as determined by various assessment and monitor the progress Differentiated lessons plans and	5B.3. Title I Coordinator, ESOL Liaison	5B.3. Administrator will be aware of the assessments and the MI of the students. And will monitor the recommendations through meetings with the team leader and with classroom walkthroughs. Teachers will also monitor student	5B.3. Effectiveness will be determined through ongoing assessments

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			<p>morning work.</p> <p>Push in programs</p> <p>Emphasis on Tier 2 vocabulary</p> <p>Lunchtime Learning</p> <p>Student Recovery Plan</p> <p>Translators when needed</p> <p>Online translations into native language</p> <p>Picture clues</p> <p>Success Maker</p>		<p>work and note skill improvement that show scaffolding of information taking place.</p>	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5C:</p>	<p>Reading Goal #5C: Students with Disabilities (SWD)</p>	<p>5C.1. Lack of incentives to learn</p> <p>5C.2 Student attitude</p> <p>5C.3 Parent Support</p> <p>5C.4 Incomplete prior knowledge, skills and vocabulary.</p>	<p>5C.1. The school will utilize the assessment data to drive instruction of the students at this level.</p> <p>Analysis of the test data to determine where the strengths and weaknesses lie.</p> <p>Spelling list for word analysis.</p> <p>Review common jargon for curriculum and testing areas.</p> <p>Assessment of multiple intelligences</p> <p>Additional Testing in areas as needed:</p> <p>Vision and Hearing screening</p> <p>Perceptual Development</p> <p>Vocabulary Development</p> <p>Motor Skills</p>	<p>5C.1 Executive Director – School Leadership Team – Classroom Teachers – Title I Teachers – ESE teachers</p>	<p>5C.1. School Director in conjunction with the Leadership Team will review the assessment data.</p> <p>ESE teachers will share information and coordinate with classroom teachers.</p>	<p>5C.1. Printout of assessment data</p>
<p>By the year 2011, In grades 3 – 8 there will be a four point increase for all students in subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain.</p>	<p><u>2011 Current Level of Performance:*</u></p> <p><i>In grades 3 – 8, 21.5% of the Students with Disabilities made AYP on the 2011 FCAT Reading Test</i></p>	<p><u>2012 Expected Level of Performance:*</u></p> <p><i>In grades 3 – 8, 25.5% of the Students with Disabilities will make AYP 2012 FCAT Reading Test</i></p>				

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		5C.2. Familiarity with the depth and complexity of the curriculum and its content.	5C.2. Additional strategies and/or materials geared to better meet the needs of the SWD will be included in the instruction. Work on organizational skills Push in and Pull out programs Small groups Cooperative Learning Team teaching or coordination with classrooms on specific subjects to break down the information into smaller units.	5C.2. Leadership Team – ESE Teachers	5C.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for the classroom assignments.	5C.2. Continued monitoring of the on going assessment results and weekly review of student’s progress on their daily assignments.
		5C.3. Time Management	5C.3. Utilize focused instruction, including use of multiple intelligences, on specific skill weaknesses as determined by assessments and monitor the progress. Differentiated lessons plans and morning work. Push in programs Emphasis on Tier 2 vocabulary Lunchtime Learning Student Recovery Plan Kindle e-reader Success Maker	5C.3. ESE teachers	5C.3. Administrator will be aware of the assessments and the MI of the students. And will monitor the recommendations through meetings with the team leader and with classroom walkthroughs. Teachers will observe ways that the students are using these skills to help them succeed.	5C.3. Effectiveness will be determined through assessment data
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u>	Reading Goal #5D: Economically Disadvantaged	5D.1. The lack of incentive to succeed. 5D.2 Student attitude 5D.3 Parent Support 5D.4 Inadequate prior	5D.1. The school will utilize the assessment data to drive instruction of the students at this level. Additional screening for developmental delays by the Title I coordinator.	5D.1. Executive Director – School Leadership Team – Classroom Teachers – Title I Teachers – ESE teachers	5D.1. School Director in conjunction with the Leadership Team will review the assessment data. All teachers will monitor the students’ work for improvement, additional modifications, and	5D.1. Printout of assessment data.

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<p>By the year 2012, In grades 3 – 8 there will be a four point increase for all students in subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently</p>	<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>	<p>knowledge, skills, and vocabulary</p>	<p>Vocabulary assessments</p> <p>Multiple Intelligence assessments</p> <p>Vision and hearing assessments</p>		<p>praise.</p>	
	<p><i>In grades 3 – 8, 63% of the Economically Disadvantaged Students made AYP on the 2011 FCAT Reading Test</i></p>	<p><i>In grades 3 – 8, 67.5% of the Economically Disadvantaged Students will make AYP 2012 FCAT Reading Test</i></p>					
			<p>5D.2. Familiarity with the depth and complexity of the curriculum and its content.</p> <p>Lack of motivation</p>	<p>5D.2. Additional strategies and/or materials geared to better meet the needs of the identified students will be included in the instruction.</p> <p>Small groups</p> <p>Work on organizational skills</p> <p>Specific skill remediation for developmental delays.</p> <p>Applications of depth of knowledge skills</p> <p>Vocabulary building activities (Vocabulary parade)</p>	<p>5D.2. Leadership Team – Title I Coordinator</p> <p>All classroom teachers</p>	<p>5D.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for the classroom assignments.</p> <p>Teachers monitor students using skills and information to improve.</p>	<p>5D.2. Continued monitoring of the assessment results and weekly review of student’s progress on their daily assignments.</p>
			<p>5D.3. Time Management</p>	<p>5D.3. Utilize focused instruction, including use of multiple intelligences, on specific skill weaknesses as determined by assessments and monitor the progress.</p> <p>Differentiated lessons plans and morning work.</p> <p>Push in programs</p> <p>Emphasis on Tier 2 vocabulary</p> <p>Lunchtime Learning</p> <p>Student Recovery Plan</p>	<p>5D.3. Title I Teachers</p> <p>All Classroom teachers</p>	<p>5D.3.. Administrator will be aware of the assessments and the MI of the students. And will monitor the recommendations through meetings with the team leader and with classroom walkthroughs.</p> <p>Teachers specifically note when students are using these skills and reward them for this effort.</p>	<p>5D.3. Effectiveness will be determined through on going assessment data.</p>

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	VPK-8	K-12 Teachers Alliance	All Teachers	January 17, 3012 (Subsequent Visits) March 30, Apr 2, 3 2012 (Includes Classroom Observation and Consultation)	Increasing our ability to successfully differentiate core content standards. Increased academic success. (FCAT, FOCUS, FAIR, Flickers)	Executive Director
Classroom Management	VPK-8	K-12 Teachers Alliance	All Teachers	October 28, 2011	Increasing our ability to successfully maintain classroom behaviors and increase the amount of positive instruction time. Increased academic success. (FCAT, FOCUS, FAIR, Flickers)	Executive Director
CRISS (Creating Independence Through Student-Owned Strategies)	K – 8	Sarasota County Prof. Development	All Teachers	Nov 3,10,17,& Dec 1, Feb 15,22,29,& Mar 7	To increase independence on the part of the students	Executive Director

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
CRISS (Creating Independence Through Students-Owned Strategies)	Sarasota County Professional Development	Sarasota County	0
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of the Success Maker Program	Online skill practice	District Program	0
Kindle e-Reader	How to use it for reading practice	Title I	\$1000

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction	K-12 Teachers Alliance	Title I	\$7,760.00
Classroom Management	K-12 Teachers Alliance	Title I	\$2,240.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$11,000			

End of Reading Goals

Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics			1.1. Lack of continuity in skills 1.2 Student attitude 1.3 Parent Support	1.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment. Informal math assessments for students. WRAT4 subtest assessment Determine concepts that are not mastered.	1.1. Executive Director and Leadership Team Classroom teachers	1.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers monitor groups and readjust as needed.	1.1. Printout of Florida Achieves Assessment results.
Mathematics Goal #1:	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating	<i>In grades 3 – 8, 41.6% of the total population scores a level three on the 2011 FCAT Math Test.</i>	<i>In grades 3 – 8, 45.6% of the total population will score a level three on the 2012 FCAT Math Test.</i>					

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<p>proficiency.</p>		<p>1.2 Familiarity with the depth and complexity of the curriculum and its content.</p> <p>Math anxiety</p> <p>Lack of desire and skills</p> <p>o</p>	<p>1.2 Include in depth knowledge skills which require higher order questions in lesson plans.</p> <p>Small group instruction on specific skills.</p> <p>Cooperative Learning Groups</p> <p>Practical application of math skills</p>	<p>1.2. Executive Director / Leadership Team</p> <p>Classroom teachers</p>	<p>1.2 Teachers will have ongoing communication with the director and submit weekly lesson plans listing the depth of knowledge questions for their classroom assignments.</p> <p>Teachers monitor progress of student thinking and learning via class assignments.</p>	<p>1.</p>	<p>Review of student achievements on classroom assignments and results of further assessment.</p>	<p>1.2.</p>
		<p>1.3 Time Management</p>	<p>1.3 Develop an instructional calendar based on the math assessment results.</p> <p>Relate to Multiple Intelligences</p> <p>Textbook Organization</p> <p>Online Textbooks</p> <p>Math night</p> <p>Brain Bowl</p> <p>Lunch Time Learning</p>	<p>1.3. Team Leaders – Classroom teachers</p>	<p>1.3 Administration will be aware of the ongoing assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs.</p> <p>Teachers are aware of the different needs of students in regard to pacing and skill levels and adjust when needed.</p>	<p>1.3. Print out of additional assessment data.</p>	<p>1.3.</p>	
<p>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:</p>		<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>2. Students achieving above proficiency (Levels 4 and 5) in mathematics</p> <p>Mathematics Goal #2:</p>		<p>2.1. Lack of motivation of students to put forth additional effort.</p> <p>Lack of materials to challenge students that are more independent.</p>	<p>2.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment .</p> <p>Informal and formal assessments</p>	<p>2.1. Executive Director and Leadership Team.</p> <p>Classroom teachers.</p>	<p>2.1.1. Review student grouping charts to ensure groups are redesigned to target student needs .</p> <p>Teachers chart the student progress and adjust groups as needed to insure additional progress.</p>	<p>2.1. Printout of Florida Achieves Assessment results.</p>		
<p>By the year 2012, there</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>						

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<p>will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.</p>	<p><i>In grades 3 – 8, 16.8% of the total population scores a level three on the 2011 FCAT Math Test.</i></p>	<p><i>In grades 3 – 8, 20.8% of the total population will score a level three on the 2012 FCAT Math Test.</i></p>		WRAT4 survey test			
			<p>2.2. Familiarity with the depth and complexity of the curriculum and its content.</p> <p>Lack of comfort teaching math skills.</p>	<p>2.2. Include depth of knowledge questions in lesson plans.</p> <p>Use of sports programs as they relate to achievement and behavior.</p> <p>Practical applications of math skills in the real world.</p> <p>Understanding of the scope and sequence of math skills.</p> <p>Daily Morning Math</p> <p>Mathematics vocabulary building</p>	2.2. Executive Director and Leadership Team Classroom teachers.	2.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments.	2.2. Review of student achievements on classroom assignments and results of ongoing assessments.
			2.3 Time Management	<p>2.3Develop an instructional calendar and instruction based on the test results in Mathematics.</p> <p>Involve students in challenging lessons that incorporates the scope and sequence of the new textbook series.</p> <p>Additional challenges with FLVS classes in advanced math.</p> <p>Illustrate how multiple intelligences can be used to enhance math skills.</p> <p>Peer tutoring</p>	2.3Team Leader Classroom teachers	2.3Administration will be aware of the assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs.	2.3 Print out of assessment data.

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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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade)</p> <p><u>Mathematics Goal #3:</u></p> <p>By the year 2011, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups</p>	<p>3.1. Lack of continuity in skills</p> <p>3.2 Student attitude</p> <p>3.3 Parent Support</p>	<p>3.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment</p> <p>Informal math assessments for students.</p> <p>WRAT4 subtest assessment</p> <p>Determine concepts that are not mastered.</p>	<p>3.1. Executive Director and Leadership Team.</p> <p>Classroom teachers</p>	<p>3.1. 1.Review student grouping charts to ensure groups are redesigned to target student needs.</p> <p>Teachers continually monitor classroom assignments for indications of progress and adjust instruction based on this data.</p>	<p>3.1. Printout of Florida Achieves Assessment results.</p>
	<p>3.2. Familiarity with the depth and complexity of the curriculum and its content.</p> <p>Lack of understanding of the scaffolding needed to successfully learn math.</p>	<p>3.2. Include depth of knowledge questions in lesson plans.</p> <p>Small group instruction on specific skills.</p> <p>Cooperative Learning Groups</p> <p>Practical application of math skills</p> <p>Daily Morning Math</p> <p>Mathematics vocabulary building</p>	<p>3.2. Executive Director and Leadership Team.</p> <p>Classroom teachers</p>	<p>3.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments.</p> <p>Teachers monitor daily work and make adjustments when progress is noted or additional remediation is needed.</p>	<p>3.2. Review of student achievements on classroom assignments and result of additional testing.</p>
	<p>3.3. Time Management</p>	<p>3.3. Develop an instructional calendar based on the additional test result in Mathematics</p> <p>Use multiple intelligences</p> <p>Textbook Organization</p> <p>Online Textbooks</p> <p>Math night</p> <p>Brain Bowl</p>	<p>3.3. Team Leader</p>	<p>3. Administration will be aware of the ongoing assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs.</p> <p>Teachers will monitor the progress of the students through daily work.</p>	<p>3.3. Print out of ongoing assessments.</p>

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			Lunch Time Learning				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>4. Percentage of students in Lowest 25% making learning gains in mathematics</p> <p>Mathematics Goal #4:</p> <p>By the year 2011, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.</p>	<p><u>2011 Current Level of Performance:*</u></p> <p><i>In grades 3 – 8, 74% of the total population made learning gains on the 2011 FCAT Math Test.</i></p>	<p><u>2012 Expected Level of Performance:*</u></p> <p><i>In grades 3 – 8, 78% of the total population will make learning gains on the 2012 FCAT Math Test.</i></p>	<p>4.1. Lack of foundational mathematics information</p> <p>Lack of understanding of math vocabulary and its relationship to learning</p>	<p>4.1. Review of student achievements on classroom assignments and results of additional testing.</p> <p>Additional assessment of functional math.</p> <p>WRAT4 survey</p> <p>Multiple Intelligences</p> <p>Developmental learning assessments: Vision, Hearing Motor Cognitive Perceptual</p>	<p>4.1. Executive Director and Leadership Team. Classroom teachers, Title I teachers, and ESE teachers</p>	<p>4.1. 1.Review student grouping charts to ensure groups are redesigned to target student needs.</p> <p>Teachers constantly monitoring student progress and understanding.</p> <p>Reworking of groups for more effective instruction.</p>	<p>4.1. Printout of Florida Achieves Assessment results.</p>
			<p>4.2. Familiarity with the depth and complexity of the curriculum and its content.</p> <p>Lack of understanding of the cumulative nature of mathematics.</p>	<p>4.2. Include depth of knowledge questions in lesson plans.</p> <p>Pull out groups</p> <p>Push in help</p> <p>Cooperative Learning</p> <p>Daily Morning Math</p> <p>Lunchtime Learning</p> <p>Mathematics Vocabulary building</p>	<p>4.2. Executive Director and Leadership Team. Classroom teachers, Title I teachers, and ESE</p>	<p>4.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments.</p> <p>Teachers monitor class assignments as assessments and make adjustments as necessary.</p> <p>Students see how mathematics works. (scaffolding of skills)</p>	<p>4.2. Review of student achievements on classroom assignments and results of additional assessments.</p>
			<p>4.3. Time Management</p>	<p>4.3Develop an instructional calendar based on the testing result in Mathematics.</p> <p>Teach understanding of how skills scaffold on each other.</p> <p>Relate area to the multiple intelligences</p>	<p>4.3 Executive Director and Leadership Team. Classroom teachers, Title I teachers, and ESE</p>	<p>4.3. Administration will be aware of the assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs.</p> <p>Teachers constantly monitor these students to check for understanding learning when to reteach a concept</p>	<p>4.3. Print out of test data.</p>

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			Lunch Time Learning Student Recovery Program Small Groups Math night Cooperative Learning		and when to move on.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5A:</u>	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. Lack of language background/vocabulary to understand math completely. Lack of motivation Lack of parental support	5A.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment Informal Assessments Peabody Picture Vocabulary Test WRAT4 math section Multiple Intelligence Test	5A.1. Executive Director and Leadership Team. ESOL Liaison, Classroom teachers, Paraprofessionals, Title I teachers	5A.1. 1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers analyze data and note levels of functioning.	5A.1. Printout of Florida Achieves Assessment results.
By the year 2011, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	Just don't see how math plays a part in the real world.			
	<i>In grades 3 – 8, a total of 58% of the various ethnic groups made AYP. The following are the what each subgroup demonstrated adequate yearly progress on 2011 FCAT Math test</i> White: 67.5% Black: 38% Hispanic: 40% Asian: NA American Indian: NA	<i>In grades 3 – 8, a total of 62% of the various ethnic groups will make AYP. The following are the what each subgroup demonstrated adequate yearly progress on 2012 FCAT Math test</i> White: 71.5% Black: 42% Hispanic: 44% Asian: NA American Indian: NA	Population data: White: 55.50% Black: 17.00% Multiracial 7.90% Hispanic: 18.10% Asian: 0.80% American Indian: 0.80%			
		5A.2. Familiarity with the depth and complexity of the curriculum and its content.	5A.2. Include in depth knowledge questions in lesson plans.	5A.2. Executive Director and Leadership Team. Classroom Teachers, Title I teachers, ESOL	5A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions	5A.2. Review of student achievements on classroom assignments and results of FOCUS testing.

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		Lack of understanding of the cumulative nature of mathematics.	<p>Differentiate instruction</p> <p>Pictures/manipulatives to help with concept understanding.</p> <p>Peer teaching</p> <p>Small groups</p> <p>Building specific math vocabulary</p> <p>Translators when needed</p> <p>Online translations into native language</p>	Liaison, Paraprofessionals, ESE, School specialists	for their classroom assignments.	
		5A.3. Time Management	<p>5A.3. Develop an instructional calendar based on the test result in Mathematics</p> <p>Understand the structure of mathematics. (scaffolding of information and skills)</p> <p>Relate area to the multiple intelligences</p> <p>Peer Teaching</p> <p>Lunch Time Learning</p> <p>Student Recovery Program</p> <p>Small Groups</p> <p>Math night</p> <p>Cooperative Learning</p>	5A.3.Team Leader Classroom Teachers, Title I Teachers, ESOL Paraprofessionals, ESE	<p>5A.3. Administration will be aware of the assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs.</p> <p>Teachers constantly monitor the daily performance of students and adjust instruction as needed.</p>	5A.3. Print out of 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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p>Mathematics Goal #5B:</p>	<p>Mathematics Goal #5B: English Language Learners (ELL)</p>		<p>5B.1. Lack of language background/vocabulary to understand math completely.</p> <p>Lack of motivation</p> <p>Lack of parental support</p>	<p>5B.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment</p> <p>Informal assessments</p> <p>ESOL assessments</p> <p>Peabody Picture Vocabulary Test</p> <p>Multiple Intelligences</p>	<p>5B.1. Executive Director and Leadership Team. Classroom teachers, ESOL Liaison, Title I Teachers, ESE</p>	<p>5B.1.1. Review student grouping charts to ensure groups are redesigned to target student needs.</p> <p>Teachers review data and use ESOL strategies to meet the students' needs.</p>	<p>5B.1. Printout of Florida Achieves Assessment results.</p>
<p>By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.</p>	<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>	<p>Just don't see how math plays a part in the real world.</p>				
	<p><i>Not Available</i></p>	<p><i>Not available</i></p>					
	<p><i>6.8% of population ELL</i></p>						
			<p>5B.2. Familiarity with the depth and complexity of the curriculum and its content.</p> <p>Lack of knowledge of phonology, morphology, syntax, semantics and writing</p>	<p>5B.2. Include in depth questions in lesson plans.</p> <p>Build the math language concepts with students</p> <p>Work on mathematics vocabulary</p> <p>Put key points on charts</p> <p>Use short oral presentations and increase when needed.</p> <p>Give students real life opportunities to use the mathematics skills.</p> <p>Use picture clues and manipulatives.</p>	<p>5B.2. Executive Director and Leadership Team.</p> <p>Classroom teachers, ESOL liaison, Title I teachers, Paraprofessionals</p>	<p>5B.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments.</p> <p>Teachers understand the process of gaining language and use ESOL strategies to meet student need by monitoring the performance and work of the ELLs</p>	<p>5B.2. Review of student achievements on classroom assignments and results of individual assessment.</p>
			<p>5B.3 Time Management</p>	<p>5B.3. Develop an instructional calendar based on the test results in Mathematics</p> <p>Peer tutors</p>	<p>5B.3. Team Leader Classroom teachers, ESOL Liaison, Title I teachers, ESE, specialists, and</p>	<p>5B.3. Administration will be aware of the FOCUS assessments and monitor the implementation of the recommendations through meetings with the team leader and with</p>	<p>5B.3. Print out of FOCUS assessments</p>

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			Cooperative groups Field Trips Use music and chart activities Increase specific wait time Extra time Translation of worksheets	Paraprofessionals	classroom walkthroughs. Teachers monitor those teachable moments and take advantages of small steps of progress.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5C:</u>	Mathematics Goal #5C: Students with Disabilities (SWD)	5C.1. Lack of understanding of mathematical vocabulary Lack of effort Failure syndrome Lack of parental support	5C.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment Informal assessments ESOL assessments Peabody Picture Vocabulary Test Multiple Intelligences	5C.1. Executive Director and Leadership Team. ESE specialists - Classroom teachers - Title I Teachers	5C.1.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers monitor placement within the groups and adjust the instruction as needed based on these assessments	5C.1. Printout of Florida Achieves Assessment results.
By the year 2011, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<i>In grades 3 – 8, 28% of the Students with Disabilities made AYP on the 2011 FCAT Math Test</i>	<i>In grades 3 – 8, 32% of the Students with Disabilities will make AYP 2012 FCAT Math Test</i>				
		5C.2. Familiarity with the depth and complexity of the curriculum and its content. Lack of understanding of the need to use math in the real world. Specific problems not related to instruction	5C.2. Include in depth knowledge questions in lesson plans. Build the math language concepts with students Work on mathematics vocabulary Put key points on charts Use short oral presentations and	5C.2. Executive Director and Leadership Team. Classroom teachers, ESE personnel, Title I teachers.	5C.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers monitor the progress and have additional help from the ESE personnel to break down the topic into manageable parts.	5C.2. Review of student achievements on classroom assignments and results of testing.

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			<p>increase when needed.</p> <p>Give students real life opportunities to use the mathematics skills.</p> <p>Use picture clues and manipulatives.</p>				
		5C.3.Time Management	<p>5C.3. Develop an instructional calendar based on the test result in Mathematics</p> <p>Understand the structure of mathematics. (scaffolding of information and skills)</p> <p>Relate area to the multiple intelligences</p> <p>Peer Teaching</p> <p>Lunch Time Learning</p> <p>Student Recovery Program</p> <p>Small Groups</p> <p>Math night</p> <p>Cooperative Learning</p> <p>Pull out programs</p> <p>Push In Programs</p>	5C.3.Team Leader – Classroom Teachers, Title I Teachers, ESE Teachers, Specialists	<p>5C.3. Administration will be aware of the assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs.</p> <p>Teachers closely monitor the progress of the students and adjust as appropriate.</p>	5C.3. Print out of ongoing assessment data.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</p> <p>Mathematics Goal #5D:</p>	<p>Mathematics Goal #5D: Economically Disadvantaged</p>		<p>5D.1 Students lack the background experiences on which to build success.</p> <p>Students’ vocabulary is limited especially in the mathematics terminology</p>	<p>5D.1. Use common assessments to monitor students in the core curriculum needing intervention and enrichment</p> <p>Informal assessments</p> <p>ESOL assessments</p> <p>Peabody Picture Vocabulary</p>	<p>5D.1. Executive Director and Leadership Team. Classroom Teachers, Title I teachers, ESE personnel, specialists, Paraprofessionals</p>	<p>5D.1.1.Review student grouping charts to ensure groups are redesigned to target student needs.</p> <p>Teachers constantly consider the classroom work of these students and enrich their program to build prior knowledge.</p>	<p>5D.1. Printout of Florida Achieves Assessment results.</p>
	<p>By the year 2012, there</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p> <p>Failure syndrome</p>				

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<p>will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.</p>	<p><i>In grades 3 – 8, 58% of the Economically Disadvantaged Students made AYP on the 2011 FCAT Math Test</i></p>	<p><i>In grades 3 – 8, 62% of the Economically Disadvantaged Students will make AYP 2012 FCAT Math Test</i></p>	<p>Lack of parental support</p>	<p>Test</p> <p>Multiple Intelligences</p>			
		<p>5D.2. Familiarity with the depth and complexity of the curriculum and its content.</p> <p>Lack of understanding and experience with the place of mathematics in the real world.</p>	<p>5D.2. Include depth of knowledge questions in lesson plans.</p> <p>Build the math language concepts with students</p> <p>Work on mathematics vocabulary</p> <p>Put key points on charts</p> <p>Use short oral presentations and increase when needed.</p> <p>Give students real life opportunities to use the mathematics skills.</p> <p>Use picture clues and manipulatives.</p> <p>Informal assessments</p> <p>ESOL assessments</p> <p>Peabody Picture Vocabulary Test</p> <p>Multiple Intelligences</p>	<p>5D.2. Executive Director and Leadership Team. Classroom Teachers, Title I teachers, ESE,</p>	<p>5D.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments.</p>	<p>5D.2. Review of student achievements on classroom assignments and results of ongoing testing.</p>	
			<p>5D.3. Time Management</p>	<p>5D.3. Develop an instructional calendar based on the test result in Mathematics</p> <p>Understand the structure of mathematics. (scaffolding of information and skills)</p>	<p>5D.3. Team Leader</p>	<p>5D.3. Administration will be aware of the assessments and monitor the implementation of the recommendations through meetings with the team leader and with classroom walkthroughs.</p>	<p>5D.3. Print out of ongoing assessments</p>

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			Relate area to the multiple intelligences Peer Teaching Lunch Time Learning Student Recovery Program Small Groups Math night Cooperative Learning Pull out programs Push In Programs			

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	VPK-8	K-12 Teachers Alliance	All Teachers	January 17, 3012 (Subsequent Visits) March 30, Apr 2, 3 2012 (Includes Classroom Observation and Consultation)	Increasing our ability to successfully differentiate core content standards. Increased academic success. (FCAT, FOCUS, FAIR, Flickers)	Executive Director
Classroom Management	VPK-8	K-12 Teachers Alliance	All Teachers	October 28, 2011	Increasing our ability to successfully maintain classroom behaviors and increase the amount of positive instruction time. Increased academic success. (FCAT, FOCUS, FAIR, Flickers)	Executive Director

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Kagan Elementary Math Kagan Secondary Math	K-8 Math	Sarasota County PD	K – Teachers	November 18, Dec 3 September 10 & 24	Increase ability to meet the needs of all elementary students in Math	Executive Director
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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction	K-12 Teachers Alliance	Title I	\$7,760.00
Classroom Management	K-12 Teachers Alliance	Title I	\$2,240.00

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of Mathematics Goals

Science Goals

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

	Problem-Solving Process to Increase Student Achievement
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SCIENCE GOALS			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
1. Students achieving proficiency (FCAT Level 3) in science			1.2 Lack of consistent prior knowledge in science. 2.2 Student attitude 2.3 Parent Support	1.1.Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment. Informal assessment of science concepts Multiple Intelligences Peabody Picture Vocabulary Test if warranted	1.1.Executive Director and Leadership Team – Classroom teachers, Title I teachers, ESE Teachers	1.1.Review student grouping charts to ensure groups are redesigned to target student needs. Teachers plan hands on activities based on multiple intelligences and curriculum.	1.1Effectiveness will be determined through frequent assessments by the leadership team. Utilize the assessment data in this content are
Science Goal #1:	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>In Grade 5 and 8, 27.8% of the total population scored a level of three on the 2011 FCAT Science Test.</i>	<i>In Grade 5 and 8, 32% of the total population will score a level of three on the 2012 FCAT Science Test.</i>					
By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that I 90% of higher must maintain or demonstrate an increase in the percent of proficient. No target will be les than 35% for any subgroup.			1.2. Lack of familiarity of this particular subject and the importance of including it in the instructional process.	1.2.Include in depth knowledge questions in lesson plans Use real life experiences of science Expand scientific vocabulary Provide hands on activities in science. Explore science concepts online Explore science concepts through science newspapers and magazines Relate these to the Naturalist Multiple Intelligence	1.2. Executive Director and Leadership Team. Classroom teachers, Title I teachers, ESE personnel	1.2.Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments Teachers monitor the participation of the students in the hands-on activities and check the knowledge acquired.	1.2. Weekly reviews of students' progress on their daily assignments
			1.3Lack of skills and interest in science	1.3.Utilizing FCAT Pre-tests and released tests to assess student progress on a monthly basis. Relate area to the multiple intelligences	1.3Executive Director and Leadership Team – Classroom teachers, Title I teachers, specialists, ESE	Comparison of test results insure gains in delinquent areas Teachers monitor effective strategies and adjust as needed. Teachers monitor student interest	1.3. FCAT Pre-tests and FOCUS tests.

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			Peer Teaching Lunch Time Learning Student Recovery Program Small Groups Science Fair Cooperative Learning Pull out programs Push In Programs		and work to see increase participation.	
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science <u>Science Goal #2:</u>		2.1. Lack of knowledge in this particular area because of non consistent teaching.	2.1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment.	2.1. Executive Director and Leadership Team – Classroom teachers, ESE teachers, Specialists	2.1. Review student grouping charts to ensure groups are redesigned to target student needs.	2.1. Effectiveness will be determined through frequent assessments by the leadership team.
By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.	2011 Current Level of Performance:* <i>In grades 5 and 8, 16.8% of the total population scored a level of four or five on the 2011 FCAT Science test.</i>	2012 Expected Level of Performance:* <i>In grades 5 and 8, 20% of the total population will score a level of four or five on the 2012 FCAT Science test.</i>	Lack of interest in the subject because there is no relation made to the real world. Student attitude Parent Support	Informal Inventories for Science Multiple Intelligences New Science Lab for the Middle School New textbooks for all grades.	Teacher monitor opportunities to expand on the textbook knowledge with hands on projects	
			2.2. Lack of familiarity of this particular subject and the importance of including it in the instructional process.	2.2. Include in depth knowledge (higher order) questions in lesson plans. Use real life experiences of science Expand scientific vocabulary Provide hands on activities in science. Explore science concepts online	2.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers monitor classroom work and the interest of the students and adjust the instruction with these facets in mind. Stretch beyond their comfort zone.	2.2. Weekly reviews of students' progress on their daily assignments

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			<p>Explore science concepts through science newspapers and magazines</p> <p>Relate these to the Naturalist Multiple Intelligence</p> <p>Student projects</p>			
		2.3 Time constraints	<p>2.4 Utilizing FCAT Pre-tests and released tests to assess student progress on a monthly basis. Also FOCUS.</p> <p>Relate area to the multiple intelligences</p> <p>Peer Teaching</p> <p>Lunch Time Learning</p> <p>Small Groups</p> <p>Science Fair</p> <p>Cooperative Learning</p> <p>Explore online sources of information</p> <p>Advanced scientific projects</p> <p>Science Lab – middle school</p> <p>Field trips to local science areas</p>	2.3 Executive Director and Leadership Team. Classroom teachers, Specialists	<p>2.3 Comparison of test results insure gains in delinquent areas</p> <p>Teachers used data to provide challenges for these students that involve real world projects, local community sources, and local community resources.</p>	2.3FCAT Pre-tests and FOCUS tests

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	VPK-8	K-12 Teachers Alliance	All Teachers	<p>January 17, 3012 (Subsequent Visits)</p> <p>March 30, Apr 2, 3 2012 (Includes Classroom</p>	Increasing our ability to successfully differentiate core content standards. Increased academic success. (FCAT,	Executive Director

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				Observation and Consultation)	FOCUS, FAIR, Flickers)	
Classroom Management	VPK-8	K-12 Teachers Alliance	All Teachers	October 28, 2011	Increasing our ability to successfully maintain classroom behaviors and increase the amount of positive instruction time. Increased academic success. (FCAT, FOCUS, FAIR, Flickers	Executive Director

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction	K-12 Teachers Alliance	Title 1	\$7,760.00
Classroom Management	K-12 Teachers Alliance	Title I	\$2,240.00
			Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

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Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing			1.1Familiarity with the writing standards and scoring rubrics	1.1.Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment in the writing process.	1.1. Executive Director and Leadership Team – Classroom teachers, ESE personnel, Title I teachers, Specialists,	1.1. Review student grouping charts to ensure groups are redesigned to target student needs.	1.1Effectiveness will be determined through frequent assessments by the Director.
Writing Goal #1:			Lack of vocabulary to express thoughts in writing.	WRAT4 spelling assessment		Teacher utilizes written performances to analyze student abilities and problem areas and then adjust instruction based on this data.	Peer reviews
By the year 2011, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	Lack of interest in writing	Sample writing prompt			
	<i>In grades 4 and 8, 100% of the total population scored a level three and above on the 2011 FCAT writing Test</i>	<i>Since the goal has increased to level 4, in grades 4 and 8, 65 % of the total population will maintain or increase to a level four and above on the 2012 FCAT writing Test</i>		Written classroom assignments			
					Writing rubrics		
			1.2Familiarity with the writing standards and scoring rubrics	1.2Include in depth knowledge questions and the reading/writing connection in the lesson plans.	1.2. Executive Director and Leadership Team – Classroom teachers, ESE teachers, Title I teachers, and specialists	1.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments.	1.3Review of student achievements on classroom assignments.
			Lack of understanding of the writing process and different types and levels of writing	Develop vocabulary specific to writing		Teachers monitor their lesson plans and the students’ performance and reaction to the instruction and modify these plans as appropriate.	Products relating to a variety of writing prompts.
				Provide multiple ways to write across the curriculum			
				Learn the basic organizational patterns of writing			
				Set purposes for writing effectively in many circumstances			
			1.3Time Management	1.3.Weekly Writing Prompts	1.3. Classroom Teacher	1.3. Monitoring of improvement levels on student by student basis.	1.3Utilizing different staff members to insure adequate progress.
			Lack of understanding of the writing process and different types and levels of writing	Prompts will pertain to specific purposes, content, and abilities		Teachers monitor student progress through different writing activities and remediate or enhance instruction based on these samples.	Peer review
				Cooperative writing			
				Progressive writing			

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			Individual writing Authentic formal writing – thank you to community for donations			
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1. Familiarity with the writing standards and scoring rubrics Lack of vocabulary to express thoughts in writing. Lack of interest in writing	2A.1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment in the writing process. WRAT4 spelling assessment Sample writing prompt Written classroom assignments Writing rubrics	2A.1. Executive Director and Leadership Team – Classroom teachers, Title I teachers, ESE teachers and Specialists 2A.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers monitor the assessment activities and adjust instruction and instructional groups as needed.	2A.1. Effectiveness will be determined through frequent assessments by the Director Peer review
	By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 80% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 80% or more are currently demonstrating 3.5 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.	2011 Current Level of Performance:* In grades 4 and 8, the percentage of the following subgroups demonstrated adequate yearly progress on the 2010- FCAT Writing Test. White: 100% Black: 100% Hispanic: 100% Asian: NA American Indian: NA	2012 Expected Level of Performance:* In grades 4 and 8, the percentage of the following subgroups demonstrated adequate yearly progress on the 2012- FCAT Writing Test. White: 100% Black: 100% Hispanic: 100% Asian: NA American Indian: NA	Present % of population White: 55.5% Black: 17.00% Hispanic: 18.10% Multiracial 7.90% Asian: 0.80% American Indian: .80%		
			2A.2. Familiarity with the writing standards and scoring rubrics Lack of understanding the different purposes and types of writing.	2A.2 Include in depth knowledge questions and the reading/writing connection in the lesson plans. Develop vocabulary specific to writing Provide multiple ways to write across the curriculum Learn the basic organizational patterns of writing	2A.2. Executive Director and Leadership Team – Classroom teachers, Title I teachers, ESE teachers and specialists 2A.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments. Teachers monitor writing samples to locate problems and make adjustments to instruction	2A.2. Review of student achievements on classroom assignments. Peer review

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			Set purposes for writing effectively in many circumstances					
		2A.3 Lack of understanding of the writing process and different types and levels of writing Lack of seeing a purpose for writing Motor skill difficulty	2A.3.Weekly Writing Prompts Prompts will pertain to specific purposes, content, and abilities Cooperative writing Progressive writing Individual writing Authentic formal writing – thank you to community for donations	2A.3. Executive Director and Leadership Team – Classroom teachers, Title I teachers, ESE teachers, and Specialists	2A.3. Monitoring of improvement levels on student by student basis. Teachers adjust instruction and expectations based on these samples	2A.3.2A.3. Utilizing different staff members to insure adequate progress.		
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B: By the year 2012, there will be a minimum of a four percentage point increase for all student subgroups when less than 8)% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 80% or more are currently demonstrating 3.5 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.	Writing Goal #2B: English Language Learners (ELL) 2011 Current Level of Performance: * <i>In grades 4 and 8, 100% of the ELL population scored a level three and above on the 2011 FCAT writing Test</i>		2012 Expected Level of Performance: * <i>In grades 4 and 8, 65 % of the total population will increase to a level 3.5 and above on the 2012 FCAT writing Test</i>	2B.1. Familiarity with the writing standards and scoring rubrics Lack of language skills to be able to express themselves. Lack of vocabulary	2B.1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment in the writing process. WRAT4 spelling assessment Sample writing prompt Written classroom assignments Writing rubrics	2B.1. Executive Director and Leadership Team – Classroom Teachers, Title I teachers, ESE teachers and specialists Teachers monitor the student assessments to see what language skills are in need of adjustment.	2B.1. Review student grouping charts to ensure groups are redesigned to target student needs. Teachers monitor the student assessments to see what language skills are in need of adjustment.	2B.1. Effectiveness will be determined through frequent assessments by the /Director
			2B.2. . Familiarity with the writing standards and scoring rubrics. Lack of English skills involved in writing, Lack of vocabulary.	2B.2.. Include higher order (depth of knowledge) questions and the reading/writing connection in the lesson plans. Develop vocabulary specific to writing Provide multiple ways to write across the curriculum	2B.2. Executive Director and Leadership Team – Classroom teachers, Title I teachers, ESE teachers, Specialists	2B.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the higher order questions for their classroom assignments.	2B.2. Review of student achievements on classroom assignments. Peer review	

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			Learn the basic organizational patterns of writing Set purposes for writing effectively in many circumstances			
		2B.3. Lack of understanding of the writing process and different types and levels of writing Lack of seeing a purpose for writing Motor skill difficulty	2B.3. Weekly Writing Prompts Prompts will pertain to specific purposes, content, and abilities Cooperative writing Progressive writing Individual writing Authentic formal writing – thank you to community for donations	2B.3. Executive Director and Leadership Team Classroom teachers, Title I teachers, ESE teachers, and Specialists	2B.3. Monitoring of improvement levels on student by student basis. Teachers adjust instruction and expectations based on these samples	2B.3. Utilizing different staff members to insure adequate progress. Peer review.
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2C:</u>	Writing Goal #2C: Students with Disabilities (SWD)	2C.1. . Familiarity with the writing standards and scoring rubrics. Parents may not see the values of developing writing skills. Students have no interest in writing.	2C.1 Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment in the writing process. ESE teachers break down the lessons in the classrooms for the SWD. Special sessions for the SWD on the writing process. Collaboration with the classroom teachers.	2C.1. Executive Director and Leadership Team – Classroom teachers, Title I teachers, ESE teachers and specialists	2C.1.Evaluation of students samples for writing. Students effectively use a map to produce the 5 paragraph sample. .	2C.1. Effectiveness will be determined through frequent assessments by the Director Peer review
By the year 2011, there will be a minimum of a four percentage point increase for all student subgroups when less than 8)% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 80% or more are currently demonstrating 3.5 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.	<u>2011 Current Level of Performance:*</u> <i>In grades 4 and 8, 100% of the Students With Disabilities population scored a level three and above on the 2011 FCAT writing Test</i>	<u>2012 Expected Level of Performance:*</u> <i>In grades 4 and 8, 75 % of the Students With Disabilities population will increase to a level 3.5 and above on the 2012 FCAT writing Test</i>				
		2C.2. Familiarity with the writing standards and scoring rubrics.	2C.2.. Include questions to promote an increased depth of knowledge in the reading/writing connection in the lesson plans. Use of color coding to visually show the elements needed in writing.	2C.2. Executive Director and Leadership Team – Classroom teachers, Title I teachers, ESE teachers, Specialists	2C.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the questions to promote depth of knowledge for their classroom assignments. Teachers utilize these questions in	2C.2. Review of student achievements on classroom assignments. Peer review

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			Incorporate depth of knowledge questions whenever possible.		their morning work.	
		2C.3 Lack of understanding of the writing process and different types and levels of writing Lack of seeing a purpose for writing Motor skill difficulty	2C.3. Weekly Writing Prompts Prompts will pertain to specific purposes, content, and abilities Cooperative writing Progressive writing Individual writing Authentic formal writing – thank you to community for donations	2C.3. Classroom Teacher – Title I teachers, ESE teachers, and Specialists	2C.3. Monitoring of improvement levels on student by student basis.	2C.3. Utilizing different staff members to insure adequate progress. Peer review
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	Writing Goal #2D: Economically Disadvantaged	2D.1. Familiarity with the writing standards and scoring rubrics Students do not have the skills to adequately write. Limited vocabulary	2D.1.. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment in the writing process. Informal assessments done by the Title I Coordinator will enable instruction in the developmental areas that may be limiting progress. Lesson groups on these specific skills will be carried out by school personnel and Title I teachers. Physical exercises will be used in the PE Curriculum.	2D.1. Executive Director and Leadership Team – Classroom teachers, Title I teachers, ESE teachers, and specialists	2D.1. Review student grouping charts to ensure groups are redesigned to target student needs. Improvement is noted in these skill areas. (Tracking, Organization, Physical coordination) Teachers monitor performances and make adjustment to instruction based on the data.	2D.1. Effectiveness will be determined through frequent assessments by the /Director Increased performance on post tests.
By the year 2011, there will be a minimum of a four percentage point increase for all student subgroups when less than 8)% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 80% or more are currently demonstrating 3.5 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	<i>In grades 4 and 8, 100% of the Low Income population scored a level three and above on the 2011 FCAT writing Test</i>	<i>In grades 4 and 8, 75 % of the Low Income population will increase to a level 3.5 and above on the 2012 FCAT writing Test</i>				
		2D.2. Familiarity with the writing standards and scoring rubrics	2D.2.. Include questions that will promote depth of knowledge in the reading/writing connection in the lesson plans. Increased work on vocabulary. Use of color coding to visually show the elements needed in	2D.2. Executive Director and Leadership Team- Classroom teachers, Title I teachers, ESE teachers and specialists	2D.2. Teachers will have ongoing communication with the director and submit weekly lesson plans listing the depth of knowledge questions for their classroom assignments. Monitoring these productions helps a teacher adjust instruction and	2D.2. Review of student achievements on classroom assignments. Peer review

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			writing. Incorporate depth of knowledge questions whenever possible.		expectations.	
		2D.3 Lack of understanding of the writing process and different types and levels of writing Lack of seeing a purpose for writing Motor skill difficulty	2D.3. Weekly Writing Prompts Prompts will pertain to specific purposes, content, and abilities Cooperative writing Progressive writing Individual writing Authentic formal writing – thank you to community for donations	2D.3. Classroom Teacher – Title I teachers, ESE teachers, and Specialists	2D.3. Monitoring of improvement levels on student by student basis.	2D.3. Utilizing different staff members to insure adequate progress. Peer review

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	VPK-8	K-12 Teachers Alliance	All Teachers	January 17, 3012 (Subsequent Visits) March 30, Apr 2, 3 2012 (Includes Classroom Observation and Consultation)	Increasing our ability to successfully differentiate core content standards. Increased academic success. (FCAT, FOCUS, FAIR, Flickers)	Executive Director
Classroom Management	VPK-8	K-12 Teachers Alliance	All Teachers	October 28, 2011	Increasing our ability to successfully maintain classroom behaviors and increase the amount of positive instruction time. Increased academic success. (FCAT, FOCUS, FAIR, Flickers)	Executive Director

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Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction	K-12 Teachers Alliance	Title 1	\$7,760.00
Classroom Management	K-12 Teachers Alliance	Title I	\$2,240.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$10,000

End of Writing Goals

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Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1:			1.1. Funding Source	1.1. Implement a positive attendance reward system to recognize increases in student attendance for targeted students.	1.1.Executive Director and Guidance Counselor	1.1. Monitor attendance data on a monthly basis.	1.1.Attendance Data
<p>By the year 2011, there will be a decrease of students who are absent ten or more days.</p> <ul style="list-style-type: none"> When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease. If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percent decrease 	<u>2011 Current Attendance Rate:*</u>	<u>2012 Expected Attendance Rate:*</u>	Parents don't see the importance of having their student in school every day.	<p>Certificates are awarded for attendance.</p> <p>Names are mentioned on the Morning News.</p> <p>Awards for the best attendance.</p> <p>Bulletin board to promote attendance.</p>	<p>Classroom teachers, Title I teachers, ESE teachers and specialists</p>		
	<i>In 2011, the student attendance rate was 94.6%</i>	<i>In 2012, the student attendance rate will be 95.6% or higher.</i>	Transportation issues				
	<u>2011 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>In 2011, the percentage of students that are absent 10 or more times was 41.0%</i>	<i>In 2012, the percentage of students that are absent 10 or more times will decrease 37%</i>					
	<u>2011 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>No Data Available</i>	<i>No data Available</i>					
			1.2. Economic challenges for the community	1.2 Provide community outreach resources and supports where needed.	1.2. Guidance Counselor	1.2. Monitor attendance data on a monthly bases & make parent call/visits as needed.	1.2. Attendance Data
			Parents have transportation difficulty.	Food bank available for families			

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			Holiday special help			
		1.3. Parents can't afford health care.	1.4. Health issues – Make parents/students aware of preventative measures.	1.3 School Nurse	1.3.Alert Parents to prevent the spread of illness.	1.3.Attendance Data

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)		Problem-solving Process to Decrease Suspension													
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool									
<p>1. Suspension Suspension Goal #1:</p> <p>By the year 2011, there will be a reduction of referrals from the previous year.</p> <p>If the current percentage of referrals is 10%, the school will maintain or decrease the percentage</p> <p>If the current percentage is between 11-49%, the school will reduce the percentage by 5%</p> <p>If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.</p>		<p>1.1.Students don’t like school</p> <p>Parents don’t stress good behavior and support the schools program</p>	<p>1.1.Recognize and reward positive behavior</p> <p>Pizza/popcorn/special parties for students who achieve reading goals.</p> <p>Art work is displayed in the community.</p> <p>Reading charts show success</p> <p>Classroom competitions</p>	<p>1.1. Classroom teacher Dean of Students</p>	<p>1.1.Monthly review of discipline data</p>	<p>1.1.Discipline Data</p>									
	<table border="1"> <tr> <td style="text-align: center;"><u>2011 Total Number of In-School Suspensions</u></td> <td style="text-align: center;"><u>2012 Expected Number of In-School Suspensions</u></td> </tr> <tr> <td><i>In 2010, the suspension rate for In-School Suspensions was 0.33%</i></td> <td><i>In 2011, the suspension rate for In-School Suspensions will maintain or decrease.</i></td> </tr> <tr> <td style="text-align: center;"><u>2010 Total Number of Students Suspended In-School</u></td> <td style="text-align: center;"><u>2011 Expected Number of Students Suspended In-School</u></td> </tr> <tr> <td><i>In 2010, the total number of students for Out of School Suspensions was 1.00%</i></td> <td><i>In 2011, the total number of students for In-Suspensions will maintain or decrease.</i></td> </tr> <tr> <td style="text-align: center;"><u>2010 Number of Out-of-School Suspensions</u></td> <td style="text-align: center;"><u>2011 Expected Number of Out-of-School Suspensions</u></td> </tr> </table>	<u>2011 Total Number of In-School Suspensions</u>	<u>2012 Expected Number of In-School Suspensions</u>	<i>In 2010, the suspension rate for In-School Suspensions was 0.33%</i>	<i>In 2011, the suspension rate for In-School Suspensions will maintain or decrease.</i>	<u>2010 Total Number of Students Suspended In-School</u>	<u>2011 Expected Number of Students Suspended In-School</u>	<i>In 2010, the total number of students for Out of School Suspensions was 1.00%</i>	<i>In 2011, the total number of students for In-Suspensions will maintain or decrease.</i>	<u>2010 Number of Out-of-School Suspensions</u>	<u>2011 Expected Number of Out-of-School Suspensions</u>				
<u>2011 Total Number of In-School Suspensions</u>	<u>2012 Expected Number of In-School Suspensions</u>														
<i>In 2010, the suspension rate for In-School Suspensions was 0.33%</i>	<i>In 2011, the suspension rate for In-School Suspensions will maintain or decrease.</i>														
<u>2010 Total Number of Students Suspended In-School</u>	<u>2011 Expected Number of Students Suspended In-School</u>														
<i>In 2010, the total number of students for Out of School Suspensions was 1.00%</i>	<i>In 2011, the total number of students for In-Suspensions will maintain or decrease.</i>														
<u>2010 Number of Out-of-School Suspensions</u>	<u>2011 Expected Number of Out-of-School Suspensions</u>														

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		<i>In 2011, the suspension rated for Out of School Suspensions will decrease.</i>					
		2011 Expected Number of Students Suspended Out-of-School					
		<i>In 2011 the Expected number of Students Suspended Out-or-School will decrease.</i>					
			<p>1.2.Students don't know what behavior is expected.</p> <p>Students don't have good role models.</p> <p>Parents lack parenting skills</p>	<p>1.2.Clearly communicate expectations and use common school language</p> <p>Create bulletin board around the school expressing the expectaions</p> <p>Classroom community sessions to build community.</p> <p>Student Council Involvement</p> <p>Sports program rewards behavior and academic achievements</p>	1.2.Leadership Team	1.2. Monthly review of discipline data	1.2.Discipline Data
			<p>1.3.Parents not in contact with the school.</p> <p>Parent feel uncomfortable in the school.</p> <p>Parent do not speak English.</p>	<p>1.3.Increase positive parent communication.</p> <p>Weekly/Monthly report are available online through Teacherease.</p> <p>Parent requested reports are sent home.</p> <p>Shout outs to students showing improvement.</p> <p>Provide translators.</p> <p>Parents welcomed at all times.</p>	1.3. All school personnel	1.3.Review parent conferences an communication notes.	1.3.Discipline 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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

DROPOUT PREVENTION GOAL(S)			Problem-solving Process to Dropout Prevention					
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:								
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.	1.1.
<u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>								
Enter narrative for the goal in this box.	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*						
	Enter numerical data for dropout rate in this box.	Enter numerical data for expected dropout rate in this box.						
	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*						
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.						
			1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	1.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Classroom Management		Title I (See Details below)	\$7,720
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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PARENT INVOLVEMENT GOAL(S)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1. Parent Involvement</p> <p><u>Parent Involvement Goal #1:</u></p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>			<p>1.1. Parents not able to attend because of work commitments</p> <p>A need not expressed by teachers for additional volunteer help.</p>	<p>1.1.To improve the parent participation in school wide activities to improve communication between home and school.</p> <p>Activities would include:</p> <p>Parking Lot communications</p> <p>Weekly newsletters</p> <p>Website blogs and news links</p> <p>Teacherease weekly/monthly progress reports (online)</p> <p>Various reading incentives</p> <p>Agenda books</p>	<p>1.1.Executive Director, Title I Parent Coordinator, Leadership Team, Teachers</p>	<p>1.1.Number of parents that attend the various planned meetings.</p> <p>Staff members remind parents of meetings and special news.</p> <p>Parents attend more consistently</p> <p>Parents indicate they have read something on the website.</p> <p>More parents receive/request/take advantage of Teacherease reports.</p> <p>Parents consistently sign the student reading sheets.</p> <p>Parents consistently sign the agenda books.</p>	<p>1.1.Sign in sheets</p> <p>Increases time recorded spent on “free reading”</p> <p>Student effort increases because they know the parents like good reports.</p> <p>The agenda book process is second nature to the students.</p>
<p>The average percentage of parents who participate in schools activities and provide input through the school year will increase.</p>	<p><u>2011 Current level of Parent Involvement:*</u></p> <p><i>On average, 30% of parents participated in schools activities and provided input throughout the school year.</i></p>	<p><u>2012 Expected level of Parent Involvement:*</u></p> <p><i>The average percentage of parents who will participate in schools activities and provide input throughout the school year will increase to 50%</i></p>	<p>Parents do not see the connection between these activities and school success.</p>				
			<p>1.2. Parents do not see the value of being a partner with the school</p> <p>Parents feel they do not have the skills to help their student.</p> <p>Parents do not have the resources to effectively help their students</p>	<p>1.2 To train parents in strategies they can use to support their students.</p> <p>Health Week</p> <p>Story Character Night</p> <p>FCAT Explorer Night</p> <p>Math Game Night</p> <p>Book Adventures</p> <p>Brain Bowl</p> <p>Science Fair</p> <p>Art Displays/Units</p>	<p>1.2. Title I Coordinator</p> <p>All school personnel</p>	<p>1.2. The attendance at these specialized training sessions.</p> <p>Health – learn healthy habits and parents share professions</p> <p>Dress up like literary characters – parents assist in recalling character traits and other important story details</p> <p>Parent learn strategies to use the FCAT Explorer</p> <p>All events have a curriculum agenda, and parents learn more about these areas.</p>	<p>1.2. Sign in sheets</p> <p>Students show interest in healthy living.</p> <p>Students/parents work together on projects.</p> <p>Parents become familiar with the curriculum their students are studying.</p> <p>Parents learn to use effective strategies.</p>
			<p>1.3. Parents do not have time to take part in these offerings.</p> <p>Parents think they have nothing to offer.</p>	<p>1.3. To actively increase the parent volunteer program working toward the 5 Star School Award</p> <p>Activities would include:</p> <p>1. Trunks of books</p>	<p>1.3. Pals Coordinator. Executive Director,</p> <p>Classroom teachers and parents are the key personnel to facilitate these clubs.</p>	<p>1.3.The number of volunteers increases.</p> <p>1. Monitoring the Trunks of books</p> <p>2. Vocabulary Hats are made and parade takes</p>	<p>1.3.Volunteer sign in book</p> <p>1. Trunks of books program is implemented with parent assistance.</p>

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		Students see them as a waste of time. Parents do not have transportation. Parents do not have a computer.	2. Vocabulary Parade 3. Career Share 4. Clubs: Art, Girl Scouts, 4=H, Fishing, Photography, Guitar etc.		3. place. Parents come in to share their careers with students 4. Many students take part in these parent led clubs.	2. Books are shared 3. Parents make presentation. 4. Increased presentations and membership
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Meetings – Title 1	All Levels	Katie Kephart	All parents, teachers and staff	Ongoing	Reflection on input from parents, additional sessions based on needs.	Executive Director – Title I Coordinator
Strategies – Needs Assessments	All Levels	Staff	Teachers and staff	Ongoing	A list of strategies prepared	Executive Director – Leadership Team – Title I Coordinator
Increases volunteers	All Levels	Volunteer Coordinator	All teachers and staff	Ongoing	A list of services needed to be filled. ie jobs that need to be done.	Volunteer coordinator, Executive Director

Parent Involvement Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Building of Parent Library	Models of successful parent resource programs	Title I	\$1000
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Parents Learn how to Use Computers for assistance at home (FOCUS – FCAT	Specific Curriculum Nights – Parent Meetings	Title I	\$1000

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Explored)			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
County Parent Involvement Power Points	Power Points developed by the county to increase parent involvement. (PIP)	Available within school	0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$2000

End of Parent Involvement Goal(s)

Additional Goal(s)

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

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:							
		2011 Current Level :*	2012 Expected Level :*				
<i>Enter narrative for the goal in</i>							

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<i>this box.</i>	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	VPK-8	K-12 Teachers Alliance	All Teachers	January 17, 3012 (Subsequent Visits) March 30, Apr 2, 3 2012 (Includes Classroom Observation and Consultation)	Increasing our ability to successfully differentiate core content standards. Increased academic success. (FCAT, FOCUS, FAIR, Flickers)	Executive Director
Classroom Management	VPK-8	K-12 Teachers Alliance	All Teachers	October 28, 2011	Increasing our ability to successfully maintain classroom behaviors and increase the amount of positive instruction time. Increased academic success. (FCAT, FOCUS, FAIR, Flickers)	Executive Director

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Differentiated Instruction	K-12 Teachers Alliance	Title 1	\$7,760.00
Classroom Management	K-12 Teachers Alliance	Title I	\$2,240.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$10,000

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section. While items were entered into each of the budget areas, they were being paid out of one fund source and the total is at the bottom.

Reading Budget

2011-2012 School Improvement Plan (SIP)-Form SIP-1

	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: \$13,000

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

April 2011
Rule 6A-1.099811
Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status					
<input type="checkbox"/> Intervene	<input checked="" type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> N/A

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page

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.

X Yes

No

If No, describe measures being taken to comply with SAC requirement.

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

Describe projected use of SAC funds.	Amount