

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: GATEWAY INTERMEDIATE CHARTER SCHOOL 5-8

District Name: Lee

Principal: Sara Abraham

SAC Chair: TBD

Superintendent: Joseph Burke, Ed.D.

Date of School Board Approval:

Last Modified on: 9/21/2011

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 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)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Sara Abraham	Education Leadership(All levels, Elementary Education, (grades K - 6)	2	15	An A school for three years in a row.
Principal	Patricia Duffy	Education Leadership(All levels, Social Science, (grades 6 - 12)	1		

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)	# of Years at Current School	# 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)
Reading	Passhun Rogers	Masters in Reading, Elementary Ed. K-6, Masters in Reading	4	4	Worked closely with lowest 25% to increase student performance
Math	Anthony Volpe	Math (5-9), Math (6-12), Art (6-12)	8	3	Works closely with teachers grades 5-8, to increase student performance.

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)
1	TLC- program to allow for new teachers to be paired with a veteran teacher to mentor them throughout the year. This provides our new teachers the ability to have someone to provide support or advice for a variety of issues.	Amber Jensen	Ongoing during the school year.	
2	Support via classroom walkthroughs. This provides feedback to teachers and allows for conversations to be held with regards to improving instruction.	Amber Jensen/ Stacey Burns	Ongoing during the school year.	
3	APPLES program- New teacher orientation program as required per the Department of Education	Amber Jensen	Ongoing during the school year.	
4	. Staff Development meetings- In order to create a PLC at the school.	Amber Jensen	Ongoing during the school year.	

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
Jeannie Busch	Elem. Ed (K-6)	5th grade	ESOL req. through district program
Christopher Balzano	English 6-12	MS Language Arts	ESOL req. through district program
Kathleen Hausknecht	Math (5-9)	MS Math	ESOL req. through district program
Lori Szeliga	Social Science (6-12)	MS Social Studies	ESOL req. through district program.
Jeff Armsworth	Elem. Ed. (K-6)	Middle School Math, Science	ESOL req. through district program.
Jennifer Brown	Elementary Educ K-6, MG IC 5-9, PreK-Grade 3	MS Science	ESOL req. through district program
Susan Clayman	Elementary Education K-6	MS Reading	ESOL req. through district program
Linda Fultz	Science 5-9	MS Science	ESOL req. through district program
Luke Funkhouser	Middle Grades Integrated Curriculum	MS Math	ESOL req. through district program
Angelo Gentile	Science 5-9	MS Science	ESOL req. through district program
Kathleen Hasuknecht	Elementary	MS Math	ESOL req. through district program
Mandi Hockenberry	English 6-12	MS Language Arts	ESOL req. through district program
Brian Judd	Elementary Education K-6	MS Science	ESOL req. through district program
Craig Kearney	Elementary Education K-6	Fifth grade	ESOL req. through district program

Connie Larson	Business Education	MS Reading	ESOL req. through district program
Miranda Lansdale	Elem. Edu. K-6, Social Sciences 6-12	MS Social Studies	ESOL req. through district program
Charlotte Litzinger	Integrated Language Arts 6-12	MS Language Arts	ESOL req. through district program
Aubrey LeMasters	Elementary Education K-6	Fifth grade	ESOL req. through district program
Edward Lewin	Math 6-12	MS Math	ESOL req. through district program
Richard Mercadante	Elementary Education K-6 Pending	Fifth Grade	ESOL req. through district program
Mark McKinney	Social Sciences 6-12, Integrated Curriculum 5-9	MS Social Studies	ESOL req. through district program
Greg Morgan	Physical Education K-12	MS PE	ESOL req. through district program
Francis Morgan	Elementary Educ. K-6	MS Reading	ESOL req. through district program
Jill Nixon	Elem. Ed. K-6	6th grade reading	ESOL req. through district program
Katie Pittman	English 5-9	Language Arts and Reading	ESOL req. through district program
Lauren Redeker	Elem Ed. K-6, English 6-12	Language Arts	ESOL req. through district program
Sharhan Soberg	Social Studies 6-12, Elem Ed. K-6	MS Social Studies	ESOL req. through district program
JaNhea Stephens	English 5-9, Drama 6-12	Language Arts	ESOL req. through district program
Kevin Wickwire	Math 5-9	MS Math	ESOL req. through district program
Richard Wilson	MS Science 5-9	8th grade science	ESOL req. through district program
Kate Zink	Elementary Education K-6	Fifth grade	ESOL req. through district program
John Bolen	Elementary Education K-6	Fifth grade	ESOL req. through district program
Brandi Burns-Wyatt	Elementary Education K-6	Fifth grade	ESOL req. through district program
Sarah Detar	Elementary Education K-6, Reading Specialist K-12	MS reading	ESOL req. through district program
David Cutter	Art and Social Sciences	MS Art	ESOL req. through district program

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

**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
51	21.6%(11)	45.1%(23)	29.4%(15)	0.0%(0)	17.6%(9)	86.3%(44)	2.0%(1)	0.0%(0)	9.8%(5)

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
Jennifer Brown Anthony Volpe			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: Social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction is offered daily through tutoring for one hour immediately after school in the following content areas: math, reading, science, language arts/writing, and social studies.

Violence Prevention Programs

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Are you are living with another family, have temporary housing, staying in a motel, shelter or campground? If you are without permanent housing, Project Access helps children stay in school by providing resources, records, uniforms, supplies and transportation.

Head Start

Head Start is a program for three and four year old children. Children with special needs may also be served. Income guidelines must be met. The program is free to those who qualify. Classroom and health services are offered. Children can go to local schools or a contracted childcare site. The Head Start goal is to prepare children for Kindergarten.

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Leadership Team for Gateway Intermediate Charter School consists of the following members: Passhun Rogers- RTI coordinator, Stacey Burns- Student Services, 5-8 Department Heads: Tia Paul, Bryan Cori, JaNeah Stephens, Carol Noal, Linda Fultz, Administrative members: Amber Jensen.

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 Leadership team at Gateway Intermediate Charter School meets on an as-needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a RTI folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
 - Attend RTI Team meetings to collaborate on & monitor students who are struggling
 - Implement interventions designed by RTI Team for students in Tier 2 & 3
 - Deliver instructional interventions with fidelity
- Reading or Math Coach/Specialist (Passhun Rogers/Anthony Volpe)
- Attend RTI Team meetings

- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend RTI Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of RTI in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support RTI implementation when possible
- Attend RTI Team meetings to be active in the RTI change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often RTI Team facilitators
- Schedule and attend RTI Team meetings
- Maintain log of all students involved in the RTI process
- Send parent invites
- Complete necessary RTI forms
- Conduct social-developmental history interviews when requested

School Student Services Representative

- Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with RTI Team on effective instruction & specific interventions
- Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with RTI Team regarding Tier 3 interventions
- Incorporate RTI data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with RTI Team
- Provide staff trainings

Social Worker

- Attend RTI Team meetings when requested
- Conduct social-developmental history interviews and share with RTI Team

ESOL/ELL Representative

- Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments

Provide ELL interventions at all tiers

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 RTI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

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.

Gateway Intermediate Charter School plans to utilize our Student Information System (SIS) to manage tiered data. This system will be able to track interventions for individual students and allow access to appropriate staff.

Data Sources:

Reading - FORF, DAR, FCAT, Benchmarks, IFC

Math - FCAT, Benchmarks, IFC

Writing - BAT, FCAT, IFC

Science - FCAT, Benchmarks, IFC

Behavior - PLASCO, SIS, PBS

Data Management System:

SIS, Virtual Counselor,

Describe the plan to train staff on RtI.

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RTI process for all students. The teams provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs. This information will be shared with staff via team leaders and staff development during the year.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the RTI process and research based practices to support the academic and behavioral needs of students.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Team Members: Passhun Rogers and TBD. -

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

The LLT will promote reading and literacy throughout the school year in connection with the Media center, the DEAR program and positive re-enforcement and recognition with student readers.

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

The major initiatives for the LLT this year will be for the students to complete the DEAR and CSUSA reading challenge, to bring awareness of reading and literacy to the homes of students and to promote parental and guardian support.

NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status
No Attachment

Public School Choice with Transportation (CWT) Notification
No Attachment

Notification of (School in Need of Improvement) SINI Status
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Students will be screened during the first week of class. The process is monitored by administration and team leaders. Assessment data is then shared with the whole kindergarten team during that first week.

*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.

We, at Gateway Intermediate Charter School, embrace the philosophy that teaching reading strategies and practices are the responsibility of every teacher. Our Instructional Focus Program is a cross-curricular approach designed to integrate the reading strands into the global Curriculum of the school, emphasizing short, standard-based lessons. We believe in embracing the value of reading across every curriculum, since reading is in everything we do. Our Sustained Silent Reading program (SSR) is a school-wide approach to fostering motivation in our students to read independently and make reading a part of their daily routine. We have a

schedule for our middle and high school to follow, and provide reading materials via mobile book carts to classrooms. In addition, one of our school-wide goals is for 5-8 grade students to ensure a minimum number of appropriate reading level books are read each school year. SSR assists in providing a vehicle for our students to do that. Our Drop Everything and Read program for 5-8 grade students ensures that each student and staff member reads uninterrupted every week.

*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 School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	At least 85% (870) students will achieve proficiency (FCAT level 3) in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
79% (818)	85% (870)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Standards-based instruction	Utilize Instructional Focus Calendars to identify standards that need reviewing in order to work towards mastery	Amber Jensen Dept. Chair	Instructional Focus calendars and curriculum maps.	Instructional Focus Calendar assessments
2	Formative assessments	Administer and analyze benchmark assessments in order to provide data-driven instruction	Amber Jensen Dept. Chair	Benchmark Assessments	Data worksheets as working documents in binders

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	At least 30% (307) will achieve above proficiency (FCAT levels 4 and 5) in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
5th- 40% (88), 6th 41% (113), 7th 44% (119), 8th 30% (82)	5th- 43% (98), 6th 44% (115), 7th 47% (130), 8th 33% (85)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High level questioning	Encourage participation and provide support for performance in Cambridge , and critical thinking class.	Administrator, Department chair	Evaluation of teacher grade books, practice tests	Enrollment and performance in course work.
	Integration of reading in	Real World Learning	Administrator,	Observational	FCAT

2	the content areas	activities in elective courses	Department chair	walkthroughs.	performance
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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:

3. Percentage of students making Learning Gains in reading Reading Goal #3:	At least 71% (726) of students will make learning gains in Reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
71% (735)	71% (726)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Individualized instruction	Teachers will provide tutoring sessions after school each week	Department chairs	Record of attending students, Weekly Assessments	Track progress of attending students for mastery of standards
2	Exposure to variety of texts	Increase student exposure to a variety of text via classroom instruction	Administration, Department Chairs	Use of curriculum map to plan and guide instruction	lesson Plans, Curr. Map Journals

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

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	At least 69% of students in the lowest 25% will make learning gains in reading.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
5-51%, 6-69%, 7-78%, 8-74%	69%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional minutes devoted to reading instruction	Extended Day Program to provide remediation for reading skills, concepts and strategies	Department chairs, and Administration	Tutoring programs, morning and evening.	Benchmark assessments, FCAT
2	Identifying standards that need additional remediation	Analyze Benchmarks results to create Instructional Focus Calendars to provide remediation on select standards	Department chairs, and Administration	Instructional Focus Calendars	FCAT

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):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	At least 72% of all student subgroups will score at or above proficient in Reading.
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Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
67%(94)Black, 75%(233) Hispanic, 79%(427) White,	77%(108) Black, 85%(264) Hispanic, 86%(464) White

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students	Analyze Benchmark and FCAT tests to determine students who will participate in Extended Day Program	Admin., Reading Coach	Evaluation of Benchmark and IFC assessments for current school year	Benchmark and FCAT Tests
2	Additional instruction	Identify students for reading coach intervention and provide instruction in identified areas	All 5th grade teachers, MS Reading teachers	Evaluation of FAIR Data	Benchmark and FCAT Tests
3	Intensive reading instruction	Place students who perform at Level 1 and 2 on FCAT in Intensive Reading classes for grades 6-8.	All Teachers, Admin., Reading coach	Performance in Intensive Reading classes	FCAT

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:				
Reading Goal #5C: Students with Disabilities (SWD)				
2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:		At least 79% of students who are Economically Disadvantaged will be at or above proficiency.			
Reading Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
69%		79%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Accessibility to additional instruction for reading skills/strategies	Provide free Extended Day Program based on students with free/reduced lunch	Admin., Reading Coach	Benchmark and IFC assessments	FCAT
2	Additional reading instruction	Place students who perform at Level 1 and 2 on FCAT in Intensive Reading classes for grades 6-8. Tutoring for 5th Grade.	Admin., Reading Coach	Performance in Intensive Reading classes	FCAT

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
Data Analysis	5-8	Reading Dept. Chair	All reading teachers	Ongoing throughout the year	Alignment of Focus Calendars	Reading Dept. Chair
FAIR Training	5-8/Reading	Jamie Italiano	All 5th Grade teachers, Middle School reading	Quarter 1 Teacher Planning and/or Early Release	Analyze Assessment Data	Jamie Italiano
Reading Plus	5-8 reading	Passhun Rogers	All 5th grade teachers, Middle School reading	Ongoing throughout the year	Program tracking results	Passhun Rogers

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Imagine It Text	Program for MS		\$0.00
SRA Reading Corrective	For High Risk students.		\$0.00
Kaleidoscope	For lowest 25%		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Prep. for FCAT		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Drop everything and Read	Professional Development		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Mathematics Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	At least 86% (740) of 5-8 students will achieve proficiency (FCAT Level 3) or higher in mathematics.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
74% (639)	86% (740)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Isolating strands for remediation	Utilize Instructional Focus Calendar to review skills and related standards in order to achieve mastery	all Math Teachers, Math Department chair	Instructional Focus Calendar	Benchmarks and FCAT
2	Student engagement	Provide instruction and additional support via technology provided by new textbooks. Complete intergration with Smart Boards and LCD projectors and tablets.	all Math Teachers, Math Department chair	Lesson Plans	Number of students off task on site visit tool and improved student achievement on FCAT

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	At least 45% (389) of students will achieve above proficiency (FCAT Levels 4 and 5) in mathematics.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
34% (294)	45% (389)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High level thinking and problem solving activities	Challenge students to more rigorous academic curriculum through accessing online websites with advanced materials. Algebra	All MS Math Teachers.	Lesson Plans	Percentage of students scoring at FCAT Levels 4 and 5

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:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	At least 77% (267) students will make learning gains in math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
75% (2600)	77% (267)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Individualized instruction	Utilize Study Island and FCAT Explorer to provide specific standards and topics for students to master at their own pace or within a given time frame.	All MS Math Teachers	Tracking tools available with online program.	Number of students making FCAT learning gains
2	Alignment of curriculum	Vertically align curriculum to ensure specific standards are thought to mastery at each grade/course level	MS Math Department Chair	Journaling of curriculum maps.	Benchmark performance, Number of students making FCAT learning gains

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	At least 67% students will be making learning gains in math, out of the lowest 25%.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
5-62%, 6-40%, 7-89%, 8-74%	67%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional instructional time	Morning and After School tutoring.	MS Math Dept. chair	Analyze Benchmarks FCA	FCAT Results

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):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	At least 82% of all student subgroups will score above
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Mathematics Goal #5A:	proficiency in Math.
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
62%(87) Black, 69%(215) Hispanic, 75%(405)White	72%(101)Black, 79%(246)Hispanic, 85%(459) White

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identification of students	Analyze Benchmark and FCAT tests to determine students who will participate in after school tutoring.	Admin., Math Coach	Evaluation of Benchmark and IFC assessments for current school year	Benchmark and FCAT
2	Additional instruction	Intensive instruction with math coaches.	Math Coach	Increased scores on benchmarks and classroom assessments.	Formative Assessments, and progress monitoring

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics

Mathematics Goal #5B:

Mathematics Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *

2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics

Mathematics Goal #5C:

Mathematics Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	At least 76% of students who are Economically Disadvantaged will be at or above proficiency.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *		2012 Expected Level of Performance: *	
66% (306)		76% (353)	

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Textbook publisher workshops (Envisions math)	5-8	Textbook Consultants	All 5th grade math teachers, Math Department Chair	August 2011	Lessons Plans and Assessments	Anthony Volpe and Math department chairs

Construction of Formative Assessments	6-8	MS Math Department	6-8 Math Teachers	Ongoing	Team meetings, tests data	Anthony Volpe and Math Department chairs
Differentiated Instruction	5-8	MS Math Department	MS Math Department	Ongoing	Summary Log completion and student confidence in accomplishing the tasks	Anthony Volpe and Math Department Chairs
Improving student performance	5-8	MS Math Department	MS Math Department	Ongoing	Department generated assessments, Learning focus reports per class and per student, Item analysis for each assessment	Anthony Volpe and Math Department Chairs
Student goal-setting	5-8	MS Math Department	MS Math Department	Ongoing	Student Smart Goal Completion	Anthony Volpe and Math Department Chairs
Technology Incorporation	5-8	MS Math Department	MS Math Department	Ongoing	Core lesson plan delivery through LCD projector/Smartboard most days, Whole team review of lesson segmentation	Anthony Volpe and Department Chairs

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Envisions math	Text/Digital/Kit		\$0.00
Glencoe 6-8	Text/Digital/Kit		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Tech. based/FCAT		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Marzano: What works in Schools	Staff Development and Implementation		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Science Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in science Science Goal # 1:	At least 61% (296) of students will achieve proficiency (FCAT Level 3) in Science.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

58%(284) 5th and 8th together			61% (296) 5th and 8th together.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hands-on instruction	Increase laboratory experiences for students. Students will design and perform experiments applicable to topics studied.	Science Dept. chair	Lesson Plans	FCAT

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:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:	At least 15% (73) of students will achieve above proficiency on the Science FCAT.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
5-17% (37), 8-15% (41)	15% (73)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Applied knowledge to current events	Research current topics which can be applicable to society connected to current topics studied in the classroom.	MS Science Department chair	Lesson Plans and Labs Conducts	FCAT results

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
OSHA Safety training	5-8	School Nurse	School wide	practiced and followed all year	Safe and secure env., proper safety procedues during lab.	Administration
Curriculum Alignment	5-8	Science Dept. Chair	Science teachers	Throughout the year	Consistent core knowledge of material	Science Dept. Chair
Science Notebooks	5-8	Passhun Rogers	Grade Specific	practiced and followed all year	Student's Academic Progress.	Passhun Rogers
Tracking and						

monitoring skills through mock benchmark testing	6-7	Science Teachers	Science Teachers	Four times a year	Reinforcing skills	Science Dept. Chair
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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Glencoe 6-8	Tesxt, Workbook, online		\$0.00
Houghton Miff. grade 5	Text, workbook		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Prom. board	Tech based software and LCD		\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing		At least 86% (221) of grade 8 of grade students will Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.			
Writing Goal #1:					
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
83% (226)		86% (221)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Standards-based instruction	Utilize instructional Focus Calendar to pinpoint key standards for review and remediation	LA Department chair	Biweekly IFC assessments	Students achieving AYP (FCAT Level 3.0 and higher)
	Knowledge of "6 Traits"	Implement the "6	LA Department	progress Monitoring in	Students

2	model	Traits" model and score writing prompts on a biweekly basis	chair	Class	achieving AYP (FCAT Level 3.0 and higher)
3	Modeling of effective essays	Working on 4 square writing	LA department chair	Monthly Stand. writing prompt	Students achieving AYP (FCAT Level 3.0 and higher)

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:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	
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Writing Goal #2A: Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

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

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

in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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Problem-Solving Process to Increase Student Achievement

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

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	
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Writing Goal #2D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
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Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Prompt Data Tracking Sheet Development, Revision, and Results	6-8	Dept. Chair	6-8 Language Arts Teachers	ongoing	Monthly prompts	LA Dept. head
4 Square Writing	8th	Staff. Development	8th grade teachers	ongoing	Monthly prompts	LA department Head.
Writing Prompt "Trade and Grade" to ensuring scoring consistency	6-8	Dept. Chair	6-8 Language Arts Teachers	ongoing	Monthly prompts	LA Dept. head
Writing Prompt Anchor/Exemplar paper Review	6-8	Dept. Chair	6-8 Language Arts Teachers	October 6, 2011	Compare to official scores on DOE website	LA Dept. Head
"Writer's Workout" Planning sessions and goal-setting	6-8	Dept. Chair	6-8 Language Arts Teachers	ongoing	Monthly prompts	LA Dept. Head

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4 Square Writing	Program Implementation via Writing Prompts		\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
4 Square Training	staff meetings, and Staff Development		\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	Reduce the number of students with excessive absences (10 or more) by 3% (# students), and the number of students with excessive tardies (10 or more) by 3% (17 students)
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
96.45%	97%
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)
235 (23%)	228 (22%)
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
124 (12%)	120 (11.5%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with Excessive Absences (10 or more)	Form Attendance Focus Group to identify problems and form solutions to reduce excessive absences	Office Staff, Registrar	Focus group will evaluate effectiveness	Number of students with excessive absences will decline
2	Students with Excessive Tardies (10 or more)	Form Attendance Focus Group to identify problems and form solutions to reduce excessive tardies	Office Staff, Registrar	Focus group will evaluate effectiveness	Number of students with excessive tardies will decline

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
Parents Awareness	5-8	Staff Dev. Leader, PTO	Staff and Parents	Bi-monthly (progress report) checks	Survey, feedback	Admin.

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Conferences and Updates on the Student Information System	SIS, Letters to Parents		\$0.00
			Subtotal: \$0.00

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension		Reduce the number of in-school suspensions and out of school suspensions by 25% in order to increase the students ability to gain valuable instructional minutes.			
Suspension Goal #1:					
2011 Total Number of In –School Suspensions		2012 Expected Number of In- School Suspensions			
204		153			
2011 Total Number of Students Suspended In School		2012 Expected Number of Students Suspended In School			
116		87			
2011 Number of Out-of-School Suspensions		2012 Expected Number of Out-of-School Suspensions			
57		43			
2011 Total Number of Students Suspended Out of School		2012 Expected Number of Students Suspended Out of School			
40		30			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of positive communication avenues	Use of peer counseling program to provide	Student Services	Number of students who use the peer	Reduction in the number of

1	for students to express emotions	guidance in situations that may further develop into offenses requiring suspension.		counseling program to provide support	suspensions
2	Knowledge of content related to bullying, peer pressure and anger management	Counselors will visit classrooms to provide lessons on bullying, peer pressure and anger management.	Student Services	Number of classrooms visited by counselors per quarter	Reduction in number of bullying incidents
3	Lack of guidance department involvement in student disciplinary affairs	Assistant principals will refer students nearing consequences which may result in suspension to the appropriate guidance counselor	Assistant Principal	Record of students referred to guidance	Number of students deferred from possible suspension

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
Anti-bullying	5-8	Student Services	5-8 staff	ongoing	PBS system put in place	Admin., student Services

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	
2011 Current Dropout Rate: *	2012 Expected Dropout Rate: *
2011 Current Graduation Rate: *	2012 Expected Graduation Rate: *

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:		Increase parent communication through the use of SIS, and PTO			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
97.5% (966)		100% (1022)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent knowledge and applied use of SIS	Demonstrate use of SIS areas accessible by parents at PTO meetings	Stacey Burns/Amber Jensen	Parent Survey	Parent Survey
2	Communication between students' parents and teachers	Meetings via Phone, Email, SIS.	All staff.	Feedback, surveys.	Communication log book in teacher binder.

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
Communicating with staff and Parents	5-8	PTO president, Principal	All staff	Ongoing and inclusion of training sessions, and informational sessions.	Surveys	Office Staff via. feedback and surveys.

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

Additional Goal(s)

Goal:

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. Goal Goal #1:	Gateway Intermediate School and Gateway High School have completed the application process to become a Cambridge International Exams Centre and are currently undertaking the registration process leading to inspection and the anticipated earning of CIE Centre designation by January, 2011. The schools plan to offer a number of CIE-approved courses beginning in the 2011-2012 school year to include: IGCSE Math, IGCSE English, IGCSE Biology, IGCSE History, and Global Perspectives throughout grades 8, 9, and 10. We plan to have 8 teachers trained by Cambridge in using these syllabi by the end of October, 2010 and ready to begin preparing materials soon afterward. Some teachers may also elect to continue on a path toward earning their Cambridge International Certificate for Teachers.			
2011 Current level: *	2012 Expected level: *			
0% (0)	54% (150)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Budget:

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

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

End of Goal(s)

Goal:

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
No Data Submitted						

Budget:

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

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

End of Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Imagine It Text	Program for MS		\$0.00
Reading	SRA Reading Corrective	For High Risk students.		\$0.00
Reading	Kaleidoscope	For lowest 25%		\$0.00
Mathematics	Envisions math	Text/Digital/Kit		\$0.00
Mathematics	Glencoe 6-8	Text/Digital/Kit		\$0.00
Science	Glencoe 6-8	Tesxt, Workbook, online		\$0.00
Science	Houghton Miff. grade 5	Text, workbook		\$0.00
Writing	4 Square Writing	Program Implementation via Writing Prompts		\$0.00
Attendance	Conferences and Updates on the Student Information System	SIS, Letters to Parents		\$0.00
				Subtotal: \$0.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island	Prep. for FCAT		\$0.00
Mathematics	Study Island	Tech. based/FCAT		\$0.00
Science	Prom. board	Tech based software and LCD		\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Drop everything and Read	Professional Development		\$0.00
Mathematics	Marzano: What works in Schools	Staff Development and Implementation		\$0.00
Writing	4 Square Training	staff meetings, and Staff Development		\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$0.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[View uploaded file](#) (Uploaded on 8/1/2011)

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.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Use Funds for Teacher Improvement	\$0.00

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

The council will meet to coordinate efforts with the school to improve the educational opportunities for the students Gateway Intermediate Charter School.

AYP DATA

No Data Found
 No Data Found
 No Data Found

SCHOOL GRADE DATA

Lee School District GATEWAY I INTERMEDIATE CHARTER SCHOOL 5-8 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	73%	83%	58%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	75%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	67% (YES)			136	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					575	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Lee School District GATEWAY I INTERMEDIATE CHARTER SCHOOL 5-8 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	74%	88%	56%	296	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	75%			146	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	70% (YES)			137	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					579	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Lee School District GATEWAY CHARTER SCHOOL 5-8 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	77%	70%	95%	51%	293	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	72%			144	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	65% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					568	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested