

## FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



**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

**School Name: GATEWAY CHARTER ELEMENTARY SCHOOL**

**District Name: Lee**

**Principal: Sara Abraham**

**SAC Chair: Passhun Rogers**

**Superintendent: Joseph Burke, Ed.D.**

**Date of School Board Approval:**

**Last Modified on: 10/5/2011**

### 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	M.Ed./Ed. Leadership (All Levels)	3	15	A School 2009-2010
Principal	Patricia Duffy	M.Ed./Ed. Leadership (All Levels),	1	11	

		Social Science, (grades 6 - 12)			
Assis Principal	Kristen Rowley	M.Ed./Ed. Leadership (All levels)	1	4	

## 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)
Math	Anthony Volpe	Math (5-9), Math (6-12), Art (6-12)	7	2	Works closely with teachers grades 3-4, 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.	Gail Kearney	Ongoing during the school year.	
2	APPLES program- New teacher orientation program as required per the Department of Education	Gail Kearney	Ongoing during the school year.	
3	Staff Development meetings- In order to create a PLC at the school.	Janet Morris and Anthony Volpe	Ongoing during the school year.	
4	Support via classroom walkthroughs. This provides feedback to teachers and allows for conversations to be held with regards to improving instruction.	Patricia Duffy	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
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Autumn Arbree	K-6 ESOL	Music	Attending Classes
Jamie Italiano	ESE (K-12)	Intensive Reading	Attending Classes

## 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
68	19.1%(13)	45.6%(31)	29.4%(20)	5.9%(4)	5.9%(4)	95.6%(65)	4.4%(3)	0.0%(0)	19.1%(13)

## 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 Fluehr	Heidi Johnson	Clinical Education teacher	TLC/APPLES Program
Jennifer Fluehr	Megan Lindburg	Clinical Education teacher	TLC/APPLES Program
Jennifer Fluehr	Lisa Peters	Clinical Education teacher	TLC/APPLES Program
Ashley Izzo	Jennifer Lee	Clinical Education Teacher	TLC/APPLES Program
Ashley Izzo	Kasey Ward	Clinical Education Teacher	TLC/APPLES Program
Jaime Trotter	Jessica O'Donnell	Clinical Education Teacher	TLC/APPLES Program
Shannon Frank	Nora Slusar	Clinical Education Teacher	TLC/APPLES Program
Shannon Frank	Cheryl Kopp	Clinical Education Teacher	TLC/APPLES Program
Shannon Frank	Beth Fogarty	Clinical Education Teacher	TLC/APPLES Program

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well

as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

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.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

**School-based RtI Team**

Identify the school-based RtI Leadership Team.

The MTSSS Problem-Solving Team for Gateway Charter School consists of the following members:  
 Passhun Rogers, Shannon Frank, Jaime Trotter, Julie Tompkins, Jennifer Fluehr, John Bolen, Andrea Villar

Administrative members: Patricia Duffy and Sara Abraham

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 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

**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 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 share 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.

Literacy Leadership Team (LLT)

**School-Based Literacy Leadership Team**

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

Identify the school-based Literacy Leadership Team (LLT).  
 Passhun Rogers, Jamie Italiano, Lindsey Thorstad, and Jaime Trotter

Administrator: Sara Abraham - Principal, Patricia Duffy - Principal of Curriculum

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 of the LLT this year are for the students to complete the DEAR, CSUSA reading challenge, and bring awareness of reading and literacy to the homes of students as well, with 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.

**\*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.

**\*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:					
<b>1. Students achieving proficiency (FCAT Level 3) in reading</b>					
<b>Reading Goal #1:</b>			At least 83% students will achieve proficiency		
<b>2011 Current Level of Performance: *</b>			<b>2012 Expected Level of Performance: *</b>		
80%			83%		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Standards-based instruction	Utilize Instructional Focus Calendars to identify standards that need reviewing in order to work towards mastery	Patricia Duffy	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	Patricia Duffy	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:	
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</b>	
<b>Reading Goal #2:</b>	
At least 48% (84) will achieve above proficiency (FCAT)	

<b>2011 Current Level of Performance: *</b>			<b>2012 Expected Level of Performance: *</b>		
3rd (82) 48%, 4th (51) 33%			3rd (86) 50%, 4th (67)38%		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	High level questioning	Encourage participation and provide support.	Patricia Duffy	Evaluation of teacher grade books, practice tests	Observations
2	Integration of reading in the content areas	Real World Learning activities	Team Leads	Observtional walkthroughs	FCAT performance

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:					
<b>3. Percentage of students making Learning Gains in reading</b>					
<b>Reading Goal #3:</b>			At least 75% of students will make learning gains		
<b>2011 Current Level of Performance: *</b>			<b>2012 Expected Level of Performance: *</b>		
74%			75%		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Individualized instruction	Teachers will provide tutoring sessions after school	Teachers	Record of attending students, Weekly Assessments	Track progress of attending students for mastery
2	Exposure to variety of texts	Increase student exposure to a variety of mixed media	Administration and Team Leads	Use of curriculum map to plan and guide instruction	lesson Plans/ Curr. Map

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:

<b>4. Percentage of students in Lowest 25% making learning gains in reading</b>		At least 75% of students in the lowest 25% will make learning gains			
<b>Reading Goal #4:</b>					
<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>			
71%		75%			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Additional minutes devoted to reading instruction	Extended Day Program to provide remediation for reading skills, concepts and strategies	Team Leads and Administration	Tutoring programs	Benchmark assessments/ FCAT
2	Identifying standards that need additional remediation	Analyze Benchmarks results to create Instructional Focus Calendars	Team Leads 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):

<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>		At least 86% of all student subgroups will score at or above proficiency			
<b>Reading Goal #5A:</b>					
<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)					
<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>			
79%		86%			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>

1	Identification of students	Analyze Benchmark and FCAT tests to determine students who will participate in intensive reading classes	Team Leads	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 3-4 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 K-4.	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:

<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>				
<b>Reading Goal #5B:</b>				
<b>Reading Goal #5B: English Language Learners (ELL)</b>				
<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>		
<b>Problem-Solving Process to Increase Student Achievement</b>				
<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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:

<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in</b>				
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reading				
Reading Goal #5C:				
Reading Goal #5C: Students with Disabilities (SWD)				
2011 Current Level of Performance: *		2012 Expected Level of Performance: *		
<b>Problem-Solving Process to Increase Student Achievement</b>				
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:					
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>					
Reading Goal #5D:		At least 86% of students who are Economically			
Reading Goal #5D: Economically Disadvantaged					
2011 Current Level of Performance: *		2012 Expected Level of Performance: *			
72%		86%			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Additional reading instruction	Place students who perform at Level 1 and 2 on FCAT in Intensive Reading classes for grades 3-4. Tutoring for 3-4th 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
FAIR Training	K-4	Team Leads	All K-4 grade teachers	Quarter 1 Teacher Planning	Analyze Assessment Data	Team Leads
Read Aloud; Reading Plan K-5 and 6-8	K-4	Janet Morris	All 3-4th grade teachers	Ongoing All year	Walkthroughs	Patricia Duffy and Kristen Rowley

### Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Imagine IT	Complete Reading/Language Arts Program		\$181,369.00
			<b>Subtotal: \$181,369.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island	Prep. for FCAT		\$1,500.00
			<b>Subtotal: \$1,500.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Drop Everything and Read	Professional Development		\$0.00
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$182,869.00</b>

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:					
<b>1. Students achieving proficiency (FCAT Level 3) in mathematics</b>					
<b>Mathematics Goal #1:</b>			At least 84% (294) of 3-5 students will achieve proficiency		
<b>2011 Current Level of Performance: *</b>			<b>2012 Expected Level of Performance: *</b>		
83% (270)			84% (294)		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Isolating strands for remediation	Utilize Instructional Focus Calendar to review skills and related standards in order to achieve mastery	Teachers, Team Leads	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.	Teachers, Team Leads	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:

<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</b>			
<b>Mathematics Goal #2:</b>		At least 46% (129) of students will achieve above proficiency	

<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>			
38% (120)		46% (129)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	High level thinking and problem solving activities	Challenge students to more rigorous academic curriculum through accessing online websites with advanced materials.	All 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:					
<b>3. Percentage of students making Learning Gains in mathematics</b>					
<b>Mathematics Goal #3:</b>			At least 70%(57) students will make learning gains in		
<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>			
67% (56)		70% (47)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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 Teachers	Tracking tools available with online program.	Number of students making FCAT learning gains
2	Alignment of curriculum	Vertically align curriculum to ensure	Math Chair/Coach	Journaling of curriculum maps.	Benchmark performance, Number of

		specific standards are taught to mastery at each grade/course level			students making FCAT learning gains
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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:

<b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b> <b>Mathematics Goal #4:</b>	At least 80% (47) students will be making learning gains
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<b>2011 Current Level of Performance: *</b>	<b>2012 Expected Level of Performance: *</b>
79% (46)	80% (47)

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Additional instructional time	Morning and After School tutoring.	Math chair/coach	Analyze Benchmarks FCAT	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):

<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5A:</b>	At least 86% (110) of all student subgroups will score above proficiency in math
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**Mathematics Goal #5A: Ethnicity**  
(White, Black, Hispanic, Asian, American Indian)

<b>2011 Current Level of Performance: *</b>	<b>2012 Expected Level of Performance: *</b>
82% (105)	86%(110)

**Problem-Solving Process to Increase Student Achievement**

	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible</b>	<b>Process Used to Determine Effectiveness of</b>	<b>Evaluation Tool</b>
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			<b>for Monitoring</b>	<b>Strategy</b>	
1	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:

<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b>  <b>Mathematics Goal #5B:</b>	
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Mathematics Goal #5B: English Language Learners (ELL)

<b>2011 Current Level of Performance: *</b>	<b>2012 Expected Level of Performance: *</b>

**Problem-Solving Process to Increase Student Achievement**

<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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:

<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b>  <b>Mathematics Goal #5C:</b>	
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Mathematics Goal #5C: Students with Disabilities (SWD)

<b>2011 Current Level of Performance: *</b>	<b>2012 Expected Level of Performance: *</b>

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:

<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b>  <b>Mathematics Goal #5D:</b>	86% (139) will be proficient on the FCAT math
<b>Mathematics Goal #5D: Economically Disadvantaged</b>	
<b>2011 Current Level of Performance: *</b>	<b>2012 Expected Level of Performance: *</b>
79% (125)	86% (139) will be proficient on the FCAT math

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	extra tutoring	Math Chair/Coach	FCAT Results	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
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Textbook publisher workshops (Envisions math)	3-4	Textbook Consultants	All teachers	August 2011	Lessons Plans and Assessments	Math department chair/coach
Construction of Formative Assessments	3-4	Math Instructional Coach	All teachers	Ongoing	Team meetings, tests data	Math Department chair/coach

**Mathematics Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Envisions Math	Text/Digital/Kit		\$68,972.00
			<b>Subtotal: \$68,972.00</b>
<b>Technology</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Study Island	Tech. based/FCAT		\$1,500.00
			<b>Subtotal: \$1,500.00</b>
<b>Professional Development</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
Marzano: What Works in Schools	Staff Development and Implementation		\$0.00
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$70,472.00</b>

*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:	
<b>1. Students achieving proficiency (FCAT Level 3) in science</b>	
<b>Science Goal #1:</b>	
<b>2011 Current Level of Performance: *</b>	<b>2012 Expected Level of Performance: *</b>

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:

<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b>  Science Goal #2:	
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				

**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						

Science 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
			<b>Grand Total: \$0.00</b>

*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:					
<b>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing</b>		At least 75% (150) students will be meeting AYP and proficient			
<b>Writing Goal #1:</b>					
<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>			
62% (144)		75% (150)			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>

1	Standards-based instruction	Utilize instructional Focus Calendar to pinpoint key standards for review and remediation	Classroom teacher	Monthly IFC assessments	Students achieving AYP (FCAT Level 3.0 and higher)
2	Knowledge of "6 Traits" model	Implement the "6 Traits" model and score writing prompts on a biweekly basis	Classroom teacher	progress Monitoring in class	Students achieving AYP (FCAT Level 3.0 and higher)
3	Modeling of effective essays	Working on 4 square writing and Write Reflections curriculum	Classroom teacher	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:

<b>2. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>  <b>Writing Goal #2A:</b>	At least 75% of all subgroups will make AYP in writing.
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**Writing Goal #2A: Ethnicity**  
(White, Black, Hispanic, Asian, American Indian)

<b>2011 Current Level of Performance: *</b>	<b>2012 Expected Level of Performance: *</b>
62% (overall)	75% for all subgroups

**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:

<b>2. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>  <b>Writing Goal #2B:</b>	
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<b>Writing Goal #2B: English Language Learners (ELL)</b>				
<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>		
<b>Problem-Solving Process to Increase Student Achievement</b>				
<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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:				
<b>2. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>				
<b>Writing Goal #2C:</b>				
<b>Writing Goal #2C: Students with Disabilities (SWD)</b>				
<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>		
<b>Problem-Solving Process to Increase Student Achievement</b>				
<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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:				
<b>2. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>				
<b>Writing Goal #2D:</b>				

<b>Writing Goal #2D: Economically Disadvantaged</b>				
<b>2011 Current Level of Performance: *</b>		<b>2012 Expected Level of Performance: *</b>		
<b>Problem-Solving Process to Increase Student Achievement</b>				
<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
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
Scoring New Standards, Shared strategies	K-4	Janet Morris	All K-4	Monthly	Assessments	Team Leads/Classroom teachers

**Writing Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT Writes Practice	FCAT practice Workbook		\$1,000.00
<b>Subtotal:</b>			<b>\$1,000.00</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
<b>Subtotal:</b>			<b>\$0.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
<b>Strategy</b>	<b>Description of Resources</b>	<b>Funding Source</b>	<b>Available Amount</b>
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$1,000.00</b>

End of *Writing Goals*

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
<b>1. Attendance</b>					
<b>Attendance Goal #1:</b>		Reduce the number of students with excessive absences			
<b>2011 Current Attendance Rate: *</b>		<b>2012 Expected Attendance Rate: *</b>			
96.3%		97%			
<b>2011 Current Number of Students with Excessive Absences (10 or more)</b>		<b>2012 Expected Number of Students with Excessive Absences (10 or more)</b>			
20		14			
<b>2011 Current Number of Students with Excessive Tardies (10 or more)</b>		<b>2012 Expected Number of Students with Excessive Tardies (10 or more)</b>			
30		20			
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Students with Excessive Absences (10 or more)	Form Attendance Focus Group to identify problems and forms solutions to reduce excessive absences	Office Staff, Registrar	Focus group	Number of students with excessive absences

**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						

**Attendance Budget:**

<b>Evidence-based Program(s)/Material(s)</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Conferences and Updates on the Student Information System	SIS, Letters to Parents		\$0.00
			<b>Subtotal: \$0.00</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*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:					
<b>1. Suspension</b>  <b>Suspension Goal # 1:</b>	Reduce the number of in-school suspensions to 5 to increase number of classroom minutes for students through the use of the Saturday school program. Decrease the number of out of school suspensions by 6 and the number of students suspended out of school by 8 for the 2011-2012 school year.				
<b>2011 Total Number of In –School Suspensions</b>	<b>2012 Expected Number of In- School Suspensions</b>				
42	5				
<b>2011 Total Number of Students Suspended In School</b>	<b>2012 Expected Number of Students Suspended In School</b>				
42	5				
<b>2011 Number of Out-of-School Suspensions</b>	<b>2012 Expected Number of Out-of-School Suspensions</b>				
34	4				
<b>2011 Total Number of Students Suspended Out of School</b>	<b>2012 Expected Number of Students Suspended Out of School</b>				
34	4				
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Knowledge of content related to bullying, peer pressure, and anger management	Student Services staff will hold staff development in order to increase knowledge of the anticipated barriers.	Student services	The amount of bullying complaints brought to the Student Services staff	The amount of bullying complaints brought to the Student Services staff
2	Lack of communication avenues for students to express emotions	Use of peer counseling program to provide guidance in situations.	student services	The number of students requesting the peer counseling program	Reduction in the amount of bullying incidents.

**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	K-4/Enrichment	Melissa Stevens	School Wide	ongoing	Monitoring through referrals	Melissa Stevens

**Suspension Budget:**

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

*End of Suspension Goal(s)*

**Dropout Prevention Goal(s)**

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

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

2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *		
<b>Problem-Solving Process to Increase Student Achievement</b>				
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:**

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

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

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:					
<b>1. Parent Involvement</b>					
<b>Parent Involvement Goal #1:</b>			Increase parent communication through the use of SIS and call outs		
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
<b>2011 Current Level of Parent Involvement:*</b>			<b>2012 Expected Level of Parent Involvement:*</b>		
90%			92%		
<b>Problem-Solving Process to Increase Student Achievement</b>					
	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person or Position Responsible for Monitoring</b>	<b>Process Used to Determine Effectiveness of Strategy</b>	<b>Evaluation Tool</b>
1	Parent knowledge and applied use of SIS	Demonstrate use of SIS at PTC meetings concerning areas accessible by parents	Leading Edge Participants	Parent Survey	Parent Survey
2	Written Communication informing parents about SIS	Parent information letter	Assistant Principal	Parent Survey	Parent Survey
3	Communication between students' parents and teachers	Meetings via Phone, Email, SIS.	All staff.	Feedback, surveys.	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	3-5	Assistant 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
			<b>Subtotal: \$0.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Grand Total: \$0.00</b>

*End of Parent Involvement Goal(s)*

## Additional Goal(s)

No Additional Goal was submitted for this school

## FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Imagine IT	Complete Reading/Language Arts Program		\$181,369.00
Mathematics	Envisions Math	Text/Digital/Kit		\$68,972.00
Writing	FCAT Writes Practice	FCAT practice Workbook		\$1,000.00
Attendance	Conferences and Updates on the Student Information System	SIS, Letters to Parents		\$0.00
				<b>Subtotal: \$251,341.00</b>
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island	Prep. for FCAT		\$1,500.00
Mathematics	Study Island	Tech. based/FCAT		\$1,500.00
				<b>Subtotal: \$3,000.00</b>
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
				<b>Subtotal: \$0.00</b>
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				<b>Subtotal: \$0.00</b>
				<b>Grand Total: \$254,341.00</b>

## Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene   
  II Correct   
  II Prevent   
  I Correct   
  I Prevent   
  NA

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## 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
No data submitted	

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 at Gateway Charter School.

## AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010  
 Adequate Yearly Progress (AYP) Trend Data 2008-2009

## SCHOOL GRADE DATA

Lee School District GATEWAY CHARTER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	83%	62%	55%	280	<b>Writing and Science:</b> Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	74%	67%			141	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	71% (YES)	79% (YES)			150	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					571	
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 ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	83%	74%	56%	293	<b>Writing and Science:</b> 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	65%	58%			123	3 ways to make gains: <ul style="list-style-type: none"> <li>• Improve FCAT Levels</li> <li>• Maintain Level 3, 4, or 5</li> <li>• Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	78% (YES)	62% (YES)			140	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					556	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested