FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Pleasant Grove Elementary	District Name: Citrus
Principal: Lynne Kirby	Superintendent: Sandra "Sam" Himmel
SAEC Chair: Jackie Budd	Date of School Board Approval: Pending

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)
Florida Comprehensive Asses sment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.

Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Lynne Kirby	K-12 Educational Leadership	4	6	2010-2011 A Yes 2009-2010 A Yes 2008-2009 A No 2007-2008 A Yes 2006-2007 A Yes 2005-2006 B No
Assistant Principal	Robert Hermann	K-12 Educational Leadership	2	5	2010-2011 A Yes 2009-2010 A Yes 2008-2009 C 2007-2008 A 2006-2007 C

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)

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. Posting open positions on county website	Human Resources (district level)	ongoing	
2. Providing various training opportunities to keep teachers updated on new material	Professional Department (district level)	ongoing	
3. Visiting colleges and universities to recruit high quality teachers	Human Resources (district level)	ongoing	
4. Providing trainings at the school level to introduce new teachers to school policies, procedures, and expectations. Continuing to provide support throughout the year.	Principal, Assistant Principal, Teacher on Special Assignment	ongoing	
5. Participating in teacher internship programs with local universities	Principal, Assistant Principal, Teacher on Special Assignment	Ongoing	

Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Carlyle Thomasson	Elementary Education, 1-5	2nd grade	In process of ESOL certification
Cassindra Borst	Elementary Education, K-6	3rd grade	In process of ESOL certification

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
57	2% (1)	18% (10)	37% (21)	44% (25)	44% (25)	100%	19% (11)	21% (12)	37% (21)

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
Julie Jones, Teacher on Special Assignment	Cindy Maggiore	Teacher returning with 4 months experience	District Teacher Induction Program Meetings at school discussing specific topics, one on one assistance weekly, or as needed
Julie Jones, Teacher on Special Assignment	Breanne Flammia	First Year Teacher	District Teacher Induction Program Meetings at school discussing specific topics, one on one assistance weekly, or as needed

Additional Requirements

***Coordination and Integration*-Title I Schools Only**

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

Title I, Part A Services are provided to assist students in meeting the Next Generation Standards. This is done through a variety of means, including funding supplementary instructional personnel and extending learning opportunities. The district coordinates with other Title programs, the Human Resources Department, and the Professional Development and Community Resources Department to ensure staff development needs are met.
Title I, Part C- Migrant The Alachua Multi-County Migrant program collaborates for the benefit of the migrant students in Citrus County. The Liaison for the Alachua Multi-County Migrant Program provides educational materials and supplies to migrant students and provides services to migrant families. Selected students are afforded the opportunity to attend an extended year program. The Title I department facilitates paperwork from Citrus County students to aid the migrant liaison work with Citrus County students.
Title I, Part D Services are provided to students at the county's alternative center which houses students in grades 6 – 12 who have been removed from their home school. Funds also assist students at Cypress Creek Juvenile Detention Facility by providing additional academic services to the residential students.
Title II Part A Professional development is the major focus of Title II, Part A funds. The trainings are offered in response to identified district and school needs. The goal is to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.
Title III Title III supplements instructional support for English Language Learners, immigrant and migrant students in grades K-12. Supplemental educational materials and ELL support services are provided to assist students to make academic gains. Professional development that supports students making academic gains is provided to ESOL school contacts and ESOL teachers. Parents of English Language Learners are invited to participate in parent meetings to enhance education in the home, strengthen communication, and discuss student programs
Title X- Homeless Title X provides services to youth experiencing homelessness in grades K-12. The homeless liaison and social workers, and attendance assistants will assist students in enrolling, attending, and succeeding in school and ensure that each child has equal access to appropriate public education.
Supplemental Academic Instruction (SAI) SAI funds are used to provide remediation to students in grades K-12. This is accomplished through additional personnel and supplemental

materials. An extended school year is also funded with SAI money.
Violence Prevention Programs Violence prevention programs funded through Inter-agencies and implemented include: Second Step, Positive Behavioral Support, the WEB and LINK program, and F.O.C.U.S.
Nutrition Programs Nutrition programs, such as the National School Lunch and Breakfast Program, and the Summer Food Service Program are available to the students of Citrus County. These programs help to meet our mission of "contribute to the mental, physical, emotional, and social development of all students by continuously providing healthy meal choices and nutrition education".
Housing Programs N/A
Head Start N/A
Adult Education Adult Education programs provide services to improve and increase adult literacy services to those in need and reduce the number of educationally disadvantaged adults.
Career and Technical Education Career and Technical Education programs provides student's academic subject matter taught with relevance to the real world; employability skills, from job-related skills to workplace ethics; career pathways that link secondary and postsecondary education; education for additional training and degrees, especially related to workplace training, skills upgrades and career advancement.
Job Training See Career and Technical Education
Other

School-Based RtI Team
Identify the school-based RtI Leadership Team. The school's RtI Leadership or Core Team includes the Administrators, General Education Teachers, Resource Teachers, Teacher on Special Assignment, Guidance Counselor, ESE Staffing Specialist, School Psychologist, Behavior Specialist and Speech/Language Pathologist. In addition, Parents and Students are an important part of the RtI process and are included to assist in the definition of the problem, provide insights into solutions, and to support the efforts of the problem solving process. ·Principal/Assistant Principal: provide a common vision of the use of data-based decision-making, ensures that the school-based team is implementing RtI, monitors staff understanding and implementation of the RtI process, and communicates with parents regarding school-based RtI plans and activities. ·General Education Teachers: Provide information about the student, core instruction, participate in data collection and progress monitoring, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier I materials/ activities with Tier 2/3 activities. ·Resource Teachers: Title I teachers provide information about Tier 2/3 interventions, participate in data collection and progress monitoring; and collaborate with general education teachers to align interventions with core instruction. ·Student Services T.O.S.A.: Develops, leads, and monitors school core content standards/programs; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; organizes analysis of whole school screening data; assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. ·Guidance Counselor: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including interventions, data collection, data analysis, and program evaluation. ·ESE Staffing Specialist: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation. ·School Psychologist: Participates in the collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; and provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation. ·Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures, and helps identify systemic patterns of student need with respect to language skills. ·Parent: Provides vital information regarding child's history, work ethic, responsibility, and home life as well as being a partner in the child's intervention team. ·Behavior Specialist, School Resource Officer, Social Worker, and other school personnel: Provide specific information and guidance regarding interventions, history, and fidelity of planned interventions. ·Student: Provides buy-in for interventions, need, and overall success.
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 Problem Solving Team will meet weekly to focus on one question: Are we meeting the needs of our most at-risk students? They engage in the following activities:
-Review universal screening data (FAIR) for individual students on new magnetic data board
-Review notes from progress monitoring data grade level meetings
- Identify students meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting grade level Next Generation Sunshine State Standards.
- Based on the above information, the RtI Problem Solving Team will identify professional development and resources, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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 members of the Administrative Team and RtI Leadership Team met with the School Advisory and Enhancement Council, and grade level representatives to help develop the school Improvement plan.
-The RtI team shared information regarding the academic and behavior progress of students in the RtI process.

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.

·Baseline data: Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), STAR Early Literacy, STAR Reading, STAR Math
·Progress Monitoring: FAIR, Citrus Benchmark Assessment Test (CBAT), Just Reads! Fluency probes, Harcourt weekly assessments, Harcourt oral reading fluency probes, SuccessMaker, WriteScores (3rd and 4th grade), STAR Early Literacy, STAR Reading, STAR Math, guided reading leveling, Go Math! chapter tests
·Midyear: FAIR, CBAT
·End of year: FAIR, CBAT, FCAT
·Frequency of Data Days: quarterly for data analysis
Frequency of RtI meetings: weekly

Describe the plan to train staff on RtI.

Professional development will be provided to:
-(TOSA) Julie Jones gave review of RTI process and data program *Filemaker* with entire instructional staff at the beginning of the year.
TOSA meets with each teacher throughout the year to discuss individual student progress, create Progress Monitoring Plans (PMPs) and monitor progress
- New staff members during professional learning community meetings
- Veteran staff members in preparation for data analysis meetings
- Professional Learning Community groups will focus on interventions and best practices
-The RtI team will also evaluate additional staff professional development needs during the weekly RtI Leadership Team meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The school-based Literacy Leadership Team is made up of the administrative team and the Title I team. These teams work together to support literacy learning throughout the school. An extension of the LLT is the intervention team, which is comprised of all ESE and reading intervention teachers.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions) The Literacy Leadership Team meets once a month to discuss professional development needs of staff, curriculum, testing schedules, and teacher support. Data for individual students are analyzed at PST and strategies are implemented to improve skills.
What will be the major initiatives of the LLT this year? The major initiative of the Literacy Leadership Team this year is to focus on our students in the lowest 25th percentile. We are focusing our school wide professional development this year by combining learning strategies from two books *Classroom Instruction that* works by Marzano and *Comprehension Connections* by Tanny McGregor . We are implementing Success maker to our struggling 2-5 grade readers in order to improve literacy skills.

NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
  Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

- **Public School Choice with Transportation (CWT) Notification**
  Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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.

There are many methods in place at Pleasant Grove Elementary to transition children into Kindergarten. The Pre-K classes at PGE plan many opportunities in the spring of the year to visit the Kindergarten classes at PGE. All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional and intervention programs. During the first month to six weeks of school, students are assessed with FLKRS and FAIR. Additionally, a Step-by-Step program is implemented in all Kindergarten and Pre-K classes whereby the class is divided into small groups of 4-5 students who attend one day the first week. During this introduction to school, teachers are able to assess the students, orient them to the procedures and rules of the class and school, and allow them to experience the school setting in an intimate, non-threatening environment. Parents are invited to accompany their children to the classroom door the first few days of school, and be involved in organizations such as PTA and SAEC. Safety Patrols escorts Kindergarten students for morning arrival and afternoon dismissal. Kindergarten classes also have older classes of "Book Buddies" that meet with them each week to read books and work on projects. Data is collected and used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who need intervention beyond core instruction.

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 High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:			1.1. Identification of struggling students and implementation of appropriate interventions with reduced resources and time Closing the gap for students with disabilities	1.1. New Data Wall Scheduled data days Success Maker for struggling 2nd-5th students Professional Development *Classroom Instruction that Works* by Marzano *Comprehension Connections* by Tanny McGregor Parent Newsletters Differentiated Instruction Daily Five/CAFE Response to Intervention Media Mondays 5-7pm ASPIRE volunteer program	1.1. Principal Assistant Principal Classroom Teacher TOSA Title I Resource Speech/ Language Pathologist ESE Staffing Specialist	1.1 Review of student progress using evaluation tools at data meetings. Implementation of appropriate intervention for student.	1.1. FCAT CBAT STAR Success Maker FAIR Harcourt Guided Reading Leveling
86% of all our students in grades 3-5 will score a Level 3 or higher on the FCAT Reading Test.	2011 Current Level of Performance:* **85% (308)** **3rd grade 88% (103)** **4th grade 76% (97)** **5th grade 81% (96)**	2012 Expected Level of Performance:* **86% of Students tested will score a level 3 or higher in reading**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:			2.1. None	2.1 New Data Wall with scheduled data days Success Maker for struggling/accelerating 3rd-5th students Professional Development *Classroom Instruction that works* by Marzano and *Comprehension Connections* by Tanny McGregor Parent Newsletters Differentiated Instruction Daily Five/CAFE Response to Intervention Media Mondays 5-7pm	2.1. Principal Assistant Principal Classroom Teacher TOSA Title I Resource Speech/ Language Pathologist ESE Staffing Specialist	2.1. Review of student progress using evaluation tools at data meetings. Implementation of appropriate intervention for student.	2.1 FCAT CBAT STAR Success Maker FAIR Guided Reading levels Harcourt assessments
50% of third, fourth, and fifth, grade students will score a level four or five based on FCAT Reading.	2011 Current Level of Performance:* **44% (52)**	2012 Expected Level of Performance:* **50% of third, fourth and fifth grade students will score a level four or five on FCAT reading**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading Reading Goal #3:			3.1.	3.1. New Data Wall with scheduled data days Success Maker for struggling 3rd-5th students Professional Development Classroom Instruction that works by Marzano and Comprehension Connections by Tanny McGregor Parent Newsletters Differentiated Instruction Daily Five/Cafe Response to Intervention Media Mondays 5-7pm	3.1. Principal Assistant Principal Classroom Teacher TOSA Title I Resource Speech/ Language Pathologist ESE Staffing Specialist	3.1. Review of student progress using evaluation tools at data meetings. Implementation of appropriate intervention for student.	3.1. FCAT CBAT STAR Success Maker FAIR Guided Reading levels Harcourt assessments
75% of 3rd, 4th, and 5th grade students will make learning gains as measured by 2012 FCAT	2011 Current Level of Performance:* **67% (243)**	2012 Expected Level of Performance:* **75%**					

			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:			4.1. Closing the gap for students with disabilities	4.1. New Data Wall with scheduled data days Success Maker for struggling 3rd-5th students Professional Development Classroom Instruction that works by Marzano and Comprehension Connections by Tanny McGregor Parent Newsletters Differentiated Instruction Daily Five/CAFE Response to Intervention Media Mondays 5-7pm	4.1. Principal Assistant Principal Classroom Teacher TOSA Title I Resource Speech/ Language Pathologist ESE Staffing Specialist	4.1. Review of student progress using evaluation tools at data meetings. Implementation of appropriate intervention for student.	4.1 FCAT CBAT STAR Success Maker FAIR Guided Reading levels Harcourt assessments
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
100% of students in the lowest 25% will make learning gains in reading as measured by 2012 FCAT	**55% (50)**	**100%**					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	**Reading Goal #5A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in	*Enter numerical data for expected level of performance in*					

	this box. White: Black: Hispanic: Asian: American Indian:	*this box.* White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	**Reading Goal #5B: English Language Learners (ELL)**		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	**Reading Goal #5C: Students with Disabilities (SWD)**		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	**Reading Goal #5D: Economically Disadvantaged**		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Instruction that Works by Marzano	K-5	Administration	School-wide	Monthly Staff Meetings	School-wide strategy sharing sessions	Principal and Assistant Principal
Comprehension Connections by Tanny McGregor	K-5	Administration	School-wide	Monthly Staff Meetings	School-wide strategy sharing sessions	Principal and Assistant Principal
PD 360	K-5	Administration	School-wide	First Semester	Staff shares	Principal and Assistant Principal
SuccessMaker Training	3-5 Reading	TOSA	2-5	8/5/11,follow up trainings scheduled	Monthly RTI and data meetings	Principal and Assistant Principal
Co-Teaching Workshop	2-5	ESE staffing specialist	2-5 ESE and inclusion teachers	9/26/11	Follow up on ESE data meetings	Principal and Assistant Principal
Data Days	Prek-5	TOSA and Administration	Prek-5 teachers, Title I, ESE	Quarterly	Implementation of strategies	Principal and Assistant Principal
CAFE	1-2 Reading	Administration	1-2 Teachers	9/30/11	Implementation of CAFE	Principal and Assistant Principal

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increasing students' verbal and reading strategies	Language for Learning/Language for Thinking	Instructional Materials	$350.00
			Subtotal: $350.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
SuccessMaker	Web based software program	Title I and ARRA	$26,000.00
			Subtotal: $26,000.000
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Learning strategies	Classroom Instruction That Works	N/A (purchased in 2010-2011)	0
Reading strategies	Comprehension Connections	N/A (purchased in 2009-2010)	0
Data Days	Classroom Coverage	Title I	$10,000.00
Co-Teaching Workshop	Classroom Coverage	Title I and District ESE	$700.00
CAFÉ Workshop	Registration	TEC	$800
			Subtotal: $1,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Data Wall	White board to track student data	District Furniture	
			Subtotal: $150.00
			Total: $28,000.00

End of Reading Goals

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Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics Mathematics Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3:			3.1.	3.1.	3.1.	3.1.	3.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:			4.1.	4.1.	4.1.	4.1.	4.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	**Mathematics Goal #5A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	**Mathematics Goal #5B: English Language Learners (ELL)**		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3	5B.3.	5B.3.	5B.3.	5B.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	**Mathematics Goal #5C: Students with Disabilities (SWD)**		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	**Mathematics Goal #5D: Economically Disadvantaged**		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

Science Goals

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

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

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

Science Budget (Insert rows as needed)

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

End of Science Goals

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

Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	**Writing Goal #2A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)		2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1.	2A.1.	2A.1.	2A.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	**Writing Goal #2B: English Language Learners (ELL)**		2B.1.	3B.1.	2B.1.	2B.1.	2B.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	**Writing Goal #2C: Students with Disabilities (SWD)**		2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.	2C.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	**Writing Goal #2D: Economically Disadvantaged**		2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
Enter narrative for the goal in this box.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

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

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

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

Writing Budget (Insert rows as needed)

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

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	Enter numerical data for current attendance rate in this box.	*Enter numerical data for expected attendance rate in this box.*					
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	*Enter numerical data for expected number of absences in this box.*					
	2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	*Enter numerical data for expected number of students tardy in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Attendance Budget (Insert rows as needed)

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

Total:

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions					
	Enter numerical data for current number of in-school suspensions	*Enter numerical data for expected number of in-school suspensions*					
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In -School					
	Enter numerical data for current number of students suspended in-school	*Enter numerical data for expected number of students suspended in- school*					
	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
	Enter numerical data for current number of students suspended out- of- school	*Enter numerical data for expected number of students suspended out- of- school*					
	2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School					
	Enter numerical data for current number of students suspended out- of- school	*Enter numerical data for expected number of students suspended out- of- school*					

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

Suspension Budget (Insert rows as needed)

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

	Subtotal:
	Total:

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*					
	Enter numerical data for current level of parent involvement in this box.	*Enter numerical data for expected level of parent involvement in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Parent Involvement Budget

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

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

End of Parent Involvement Goal(s)

Additional Goal(s)

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

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
Enter narrative for the goal in this box.	2011 Current Level :*	2012 Expected Level :*					
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $28,000.00
Mathematics Budget
Total:
Science Budget
Total:
Writing Budget
Total:
Attendance Budget
Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
Additional Goals
Total:
Grand Total: $28,000.00

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status					
☐Intervene	☐Correct II	☐Prevent II	☐Correct I	☐Prevent I	☒N/A

- ***Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the "Upload" page***

School Advisory Council

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

☒ Yes ☐No

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

Describe the activities of the School Advisory Council for the upcoming year.
Pleasant Grove Elementary's SAEC meets monthly to advise and share with the school administration. Additionally they assist in the implementation of the school improvement plan. SAEC is held on Monday nights, following our PTA meeting to make attendance easier on parents. SAEC coordinates a Homework Help Night, in conjunction with our Media Monday program. In addition, the group participates in discussions about how to improve academics at PGE. The council provides funding to support educational activities in the classroom. Information is also shared with SAEC about our school enrollment, budget, parent involvements, surveys, and morale.

Describe projected use of SAC funds.	Amount