

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2011-2012 SCHOOL IMPROVEMENT PLAN



School Name: CENTRAL AVENUE ELEMENTARY SCHOOL

District Name: Osceola

Principal: Rita Gutierrez Loeding

SAC Chair: Ms. Ernestine Cofer

Superintendent: Terry Andrews

Date of School Board Approval:

Last Modified on: 10/4/2011

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

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

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

[School Grades Trend Data](#)

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

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

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

### HIGHLY QUALIFIED ADMINISTRATORS

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

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Rita Gutierrez Loeding	BS-Elem. Ed Med-Ed Leadership Certification- ESOL K-12	2	5	Lakeview Elementary 2006-07 A AYP-No 2007-08 A AYP-No 2008-09 A AYP-No Central Ave Elem 2009-10 D AYP-No 2010-11 B AYP- No
Assis Principal	Jennifer Ritchey Perez	Professional- Elementary Education, School Principal		5	Celebration School, Assistant Principal 2 years (05-06 A, AYP- yes, 06-07 A, AYPyes) Narcoossee Community School, Assistant Principal 1 ½ years (07-08 A, AYP- no), Flora Ridge Elementary, Assistant Principal 6 mos. (08-09 C, AYP- yes, 09-10 D, AYP-no)

### 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/Science	Nancy Hitt	BS Elem. Ed Med Ed Leadership	5	5	Central Ave Elem 2006-07 C AYP- No 2007-08 C AYP- No 2008-09 B AYP- No 2009-10 D AYP- No 2010-11 B AYP- No
Learning Resource Specialist	Sharon Matthews	BS Criminal Justice M Ed Early Childhood	4		Central Ave Elem 2007-08 C AYP- No 2008-09 B AYP- No 2009-10 D AYP- No 2010-11 B AYP- No

## 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	NA	NA		The district system for online applications, screenings and monitoring by Human Resources and school-based administrators ensures that all newly hired teachers are highly qualified.
2	Regular meetings of new teachers (includes experienced but new to our school) with our administrative team and our Preparing New Educators Facilitator	Leadership Team	On-going	
3	Partnering new teachers with appropriate veteran staff	Leadership Team	On-going	

## 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
N/A	N/A	N/A	All instructional staff and paraprofessionals are highly qualified
Lornia Allen	Elem. Ed	Kindergarten	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Kim Baker	Elem. Ed. ESOL Endorsed	4th Grade	Teacher is certified in elementary education, but is working on her endorsement for Gifted.
Shenay Barber	Elem Ed	4th Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Victoria Condenzio	Elem. Ed	1st Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Erica Cooper	Elem Ed	1st Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Kristen Cummings	Elem Ed	5th Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Shannon Frickson	Elem Ed	4th/5th Grade Multi age	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Courtney Fuller	Elem Ed	5th Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Karen Hill	Elem Ed	3rd Grade	Teacher is certified in elementary education, but is working on her

			endorsement for ESOL
Cynthia Jordan	Elem Ed, VE	Title I Reading Teacher	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Skye Lorent	Elem Ed	4th Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Nicole Martus	Elem Ed	2nd Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Megan Mynczywor	Elem Ed	3rd Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Kendra Struve	Early Childhood	1st Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Nicole Toumey	Elem Ed	3rd Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL
Bridgette Turner	Elem Ed	2nd Grade	Teacher is certified in elementary education, but is working on her endorsement for ESOL

## 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
52	25.0%(13)	25.0%(13)	30.8%(16)	19.2%(10)	30.8%(16)	100.0%(52)	7.7%(4)	5.8%(3)	80.8%(42)

## 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
Nancy Hitt	Lornia Allen, Kristen Cummings, Courtney Fuller, Marcus Dickson, Bridgette Turner	Mrs. Hitt is an experienced teacher currently serving as Math/Science Coach	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Cynthia Jordan	Victoria Condenzio, Erica Cooper	Ms. Jordan is an experienced teacher currently serving as a Title I Reading Teacher	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Jacqueline Meek	Cassandra Acree, Karen Hill, Brittany Farrell	Mrs. Meek is an experienced third grade teacher who is currently serving as a Title I reading teacher	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
		Mrs. Matthews is	

Sharon Matthews	Britni McLaughlin, Megan Mynczywor, Nicole Toumey,	an experienced teacher. She is currently working as a Learning Resource Specialist	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Kim Taylor	Shenay Barber, Jennifer Rojas, Shannon Frickson	Ms. Taylor is an experienced fourth grade teacher.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Dorothy Iaquinto	Erica Stewart	Mrs. Iaquinto is an experienced ESE teacher.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Theresa Hardin	Sabrina Kincaide	Mrs. Hardin is an experienced teacher	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.
Laura Boemler-Waring	Nicole Martus	Mrs. Boemler Waring is an experienced teacher.	Mentees and Mentors will meet individually as often as needed. Mentees and Mentors will meet whole-group on a monthly basis.

## 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 1, Part A will supplement the academic instruction at the Title 1 school-wide school. The funds will supplement reading, math, writing, and science to increase student achievement. The Title 1, Part A funds will be used to raise the achievement of the school as a whole to meet State Standards in core academic subjects.

#### Title I, Part C- Migrant

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with Osceola District Drop-Out Prevention.

#### Title I, Part D

District receives funds to support the Education Alternative Outreach program. Services are coordinated with Osceola District Drop-Out Prevention.

#### Title II

Title II, Part A is supplementing all schools through the use of resource teachers/coaches to increase student achievement. Title II, Part A also supplements training through the professional development department at the district office. Training opportunities are offered to increase quality effective teaching to increase student achievement. Title II, Part A funds supplement district funds to increase high quality instructional teachers.

#### Title III

Title III money is used to help support ESOL assistants to work with our Non English Speaking students and other limited English students in the school.

#### Title X- Homeless

Title X funds are used to supplement homeless student needs which arise as a result of the unique needs brought about by students and families being homeless. The funds are used to meet these unique needs: lack of transportation, lack of required uniforms, offering services to students in non-title schools equivalent to Title I services.

Money for SAI is used to fund a program of instruction for 3rd grade FCAT Reading Level 1 students and any additional students reading below grade level. Students are individually encouraged by written letter, teacher conferences, and telephone contact made by staff to parents.

#### Violence Prevention Programs

CAE is a Positive Behavior Support school. We are also proactive in awareness, prevention, and control of bullying. Our staff is also trained on the District and School Emergency Management Plan. CAE has 12 members trained in CPI - Crisis Prevention Intervention a program focused on safe management of disruptive and assaultive behavior.

#### Nutrition Programs

Central Avenue Elementary offers free breakfast and lunch to all students. CAE also has a Wellness Committee and Wellness Plan.

#### Housing Programs

NA

#### Head Start

CAE houses an off-campus Prekindergarten class in the community.

#### Adult Education

NA

#### Career and Technical Education

NA

#### Job Training

NA

#### Other

NA

### Response to Instruction/Intervention (RtI)

#### School-based RtI Team

Identify the school-based RtI Leadership Team.

The Central Avenue Elementary Response to Intervention Leadership Team consists of the Principal, Assistant Principal, School Psychologist, Literacy Coach, Math/Science Coach, Guidance Counselor, Title teacher/Learning Focus Strategies Coach, and an ESE instructional teacher.

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?

#### Meeting Process:

Central Avenue Elementary's RtI team is scheduled to meet weekly for two hours every Wednesday. Prior to the meeting an agenda is supplied to each team member by the RtI coach.

The RtI referral process is initiated after reviewing school wide data from various assessments and then identifying the lowest quartile. At that point the committee and the school psychologist select students to start gathering individual data.

Student data is provided for the committee through the use of student data folders. Every RtI and Title I student is included in data folders which contain an informational sheet that is updated weekly and reviewed by the RtI team on a rotating basis.

Progress monitoring for RtI students is completed by reviewing data forms regularly and then based on the number of data points, the outcome of the invention is determined. The progress monitoring of this data determines the general effectiveness of the intervention.

Documentation for meetings is provided through the use of minutes taken by the RTI Committee Secretary which are then retained in a historical binder for future reference.

Roles/Functions:

Administration-

- Set the vision for problem-solving process
- Ensure compliance with RTI procedure
- Ensure fidelity of instruction
- Participate on RTI Committee
- Monitor results of assessments and screening
- Monitor staff supports/climate

RTI Coordinator/ Guidance

- Ensure pre-meeting preparation
- Facilitates movement through process
- Sets follow-up schedule/ communication
- Distribute assessment, screening, and progress monitoring materials
- Collect results
- Participate on RTI Committee
- Assign to intervention groups
- Modifications to unsuccessful interventions

School Psychologist

- Meet with RTI Coordinator and Resource-Coach to analyze data
- Assists in data analysis
- Participate on RTI Committee problem solving
- Consult with Teachers/Parents about students who should be referred for special education
- Perform diagnostic assessments

Resource/Coach

- Distribute assessment, screening, and progress monitoring materials
- Collect results
- Participate on RTI Committee
- Assists in data analysis
- Modifications to unsuccessful interventions

Teacher- Regular Ed and ESE

- Administer assessments and screenings
- Progress monitor students at Tier II and III
- Implement and document interventions
- Complete referral packet

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?

At CAE, the SIP and RTI elements work together to complement each other and the development of one leads naturally into the other. The RTI process encompasses instruction, assessment, scheduling, and allocation of resources when implemented as part of a well-developed master plan. RTI can be the vehicle of change for overall school improvement.

Based on analysis of the "Needs Assessment Identified Areas for Improvement", school wide data is shared with the staff by the RTI Leadership Team. In addition to instructional supplement programs, strategies and resources are identified to aid teachers in providing interventions which are useful for progress monitoring. These strategies and resources become embedded in the SIP. Processes are also used to determine effectiveness of each action step of the RTI process throughout the year as the SIP is reviewed.

RTI Implementation

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

The progress monitoring tool used for each RTI student was a data form which was placed in an individual folder which was maintained by the teacher or Title 1 instructor. The folder was then reviewed by the RTI Leadership Team on the student's individual needs. At that time the student's name was placed on the agenda for the team to review.

Describe the plan to train staff on RTI.

During CAE preplanning "Welcome Back" rotations, the guidance counselor-RTI committee member will be presenting an overview of the RTI process for instructional staff. This training will include a refresher on the process necessary for referring

a CAE student, functions of the RtI committee, and district/state requirements. Further support and training will be facilitated as needed during grade level and staff meetings. In addition, RtI team members will be holding individual meetings with classroom teachers to address individual student needs.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The Central Avenue Elementary Literacy Leadership Team consists of the Principal, Assistant Principal, Literacy Coach, Title teacher, Learning Focus Strategies Coach, one representative from each grade level K-5 and an ESE instructional teacher.

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

The CAE Literacy Leadership Team meeting will be chaired by the Literacy coach. Data from the Professional Learning Communities will determine the focus of the monthly meeting. The accountability of each meeting will be documented through a predetermined agenda and copies minutes.

One person from each grade level will be designated the "CAE Literacy representative." This individual will be the liaison between the grade level members and the school's administrators or District- CAE Literacy representative (intermediate or primary).

Duties will be as follows:

- Analyze the grade level and school wide Literacy data to determine strengths and weaknesses to set goals.
  - Discuss & develop the Instructional Calendar as pertains to the specific grade level
  - Attend a monthly meeting on the first Monday of the month with other Literacy members.
  - o If a member is to be absent it is his/her responsibility to find a representative to attend the meeting.
  - Be able to assist teachers and be knowledgeable about the District Reading Curriculum, Language Art Standards and other literacy technology available.
  - Be knowledgeable about LFS- Learning Focused Solutions and methods of using it in the classroom as pertains to Literacy.
  - Be knowledgeable about the Continuous Improvement Model - CIM model and methods of using it in the classroom as pertains to Literacy.
  - Assist in planning and organizing school-wide Literacy-related events and professional development in-services.
- Each member of the team will be given a Literacy folder to collect their information and other notes from their grade level to discuss during the monthly meetings.

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

The major initiatives of the LLT was determined by analyzing the results from the CAE Academic Focus 2012:  
3rd grade - Comparisons/Reference/Research, including but not limited to similarities/differences, cause/effect, comparison, and contrast.  
4th grade - Literary Analysis, Fiction and Non-fiction, Comparisons, including but not limited to similarities/differences, cause/effect, comparison, and contrast.  
5th grade - Words and Phrases, including but not limited to antonyms, synonyms, and analysis/inferences  
FAIR's third assessment indicates that Kindergarten through second grade will be focusing on increasing the fidelity of Literacy stations and teacher directed small group instruction.

## NCLB Public School Choice

Notification of (School in Need of Improvement) SINI Status  
[View uploaded file](#) (Uploaded on 9/27/2011)

Public School Choice with Transportation (CWT) Notification  
[View uploaded file](#) (Uploaded on 9/27/2011)

Notification of (School in Need of Improvement) SINI Status  
[View uploaded file](#) (Uploaded on 9/27/2011)

## \*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.

CAE houses an off-campus Pre-Kindergarten class at Chambers Park. This area is zoned for the school, so approximately 16% of the students will attend CAE in 2011-2012. Parents and staff of these students are invited to meetings and events at the school. Students also attend a visitation to the school at the end of their PreK year.

CAE also hosts several orientations for parents and potential kindergarten students from the community in the Spring and Summer to ease the transition to kindergarten.

Contact is made with local daycares to host visitations by incoming students to familiarize them with the school. All orientations/visitations are initiated/hosted by the Parent Liaison.

### \*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.

NA

### \*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?

NA

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?

NA

### 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](#)

NA

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in reading  Reading Goal #1:	On the 2011 FCAT SSS Reading, CAE students in grades 3-5 scoring a level 3 and above was 60% which is an increase of 7%. By May 2012, an average of 86% of the CAE students in grades 3-5 will score a Level 3 or higher on the FCAT SSS Reading. AYP will be met by all subgroups.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
60%	86%

#### 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	Identifying areas of weaknesses of students	Analyze FCAT, FAIR, and Weekly Benchmark assessment data to identify areas in need of improvement	Teachers, administration, PLC's CAE Literacy Committee	Data analysis of FCAT 2011 and FAIR during pre-planning days. data analysis worksheets and teacher data binders	FAIR and FCAT
2	Prerequisite skills & background knowledge	strengthen the use of iii, CIM, Guided Reading, differentiated reading centers, consistent progress monitoring, Extended Learning	Teachers, CAE Curriculum Team, administration,	Monthly Information Data Meetin, PLC	Weekly FCAT Formative assessments, Extended learning assessments
3	Lack of motivation	Cooperative learning strategies will be used on a consistent basis in the classroom. Smartboard, Centeos, and, upcoming technology will be a vehicle for delivering software programs on a regular basis.	Teachers, administration	Classroom walkthroughs, progress monitoring report from various electronic programs	Compass Odyssey, FCAT Explorer, CWT, Accel Reading, Cooperative Learning
4	Low Extended Learning Opportunity student attendance	Create a 9 week reward system that promotes attendance that will reflect in student achievement. Schedule attendance chats with teacher, document teacher input. Contact parents prior to and through programs	CAE Curriculum Team, ELO coordinator	Review ELO attendance reports weekly to monitor	ELO attendance

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

2. Students achieving above proficiency (FCAT	On the 2011 FCAT SSS Reading, CAE students in grades
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Levels 4 and 5) in reading Reading Goal #2:	3-5 scoring a level 4 or 5 was 18%. By May 2012, an average of 25% or greater CAE students in grades 3-5 will score a Level 4 or 5 on the FCAT SSS Reading. AYP will be met by all subgroups.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
18%	25%

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	Teacher Expectations and understanding of higher level questioning	conduct professional development regarding depth of knowledge	LiteracyCoach, CAE Curriculum team, PLCs	Professional development sign in sheet, classroom walk throughs analysis, teacher follow up with informational data	Teachscope
2	Lack of Higher Order Thinking	conduct professional development regarding higher order thinking strategies	Literacy coach, administration, CAE Curriculum Team	Professional development sign in sheet, classroom walk throughs	Teachscope, formative assessments

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

3. Percentage of students making Learning Gains in reading Reading Goal #3:	On the 2011 FCAT SSS Reading, CAE students in grades 3-5 making learning gains increased by 12% with an average of 62%. By May 2012, the CAE students in grades 4-5 who made a year's worth of learning gains will be 70% or greater.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
62%	70%

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	Fourth and fifth grade students' weaknesses were identified as literary analysis and fiction and non-fiction	Analyze achievement data to identify areas in need of improvement	Teachers, administration, PLC's CAE Curriculum Team	Data analysis from FCAT 2011 during pre-planning days, PLC's SMART goals	Data analysis worksheets/teacher data binders, weekly formative, FAIR
2	lack of vocabulary development	reinforce the use of cooperative learning, thinking maps, instructional resources, and conduct professional development	literacy coach, administration, CAE curriculum team	classroom walk throughs, data analysis of resources,	Teachscope, resource assessments

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

4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4:	On the 2011 FCAT SSS Reading, CAE students in the Lowest 25% making learning gains was 58% that was an 18% increase. By May 2012, the lowest 25% quartile of CAE students in grades 4-5 will increase to 70% or greater in making a year's worth of progress in learning
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	gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
58%	70%

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	Identifying the correct intervention	analyze data from DRA and FAIR to identify the areas of strengths and weaknesses	literacy coach, RtI Team	CWT, PLCs	PMP's, RtI interventions identified on CAES RtI Triangle
2	Lack of student engagement	Cooperative learning strategies will be used on a consistent basis in the classroom. SMART boards, Centeos and upcoming technology will be a vehicle for delivering software programs on a regular basis.	Teachers, administration	Classroom walk throughs, progress monitoring report from various electronic programs	Compass Odyssey, FCAT Explorer, CWT, Accel Reading, Cooperative Learning
3	Identify the lowest 25% of students	Analyze RtI interventions with in the PLC and RtI committee to identify the areas of strength and weaknesses. Preplanning analysis of FCAT data and DRA to determine lowest quartile. Review target group every 9 weeks, complete CAE target sheet	Literacy coach, RtI Team	RtI monitoring on a rotating basis, CAE curriculum team will review target sheets every 9 weeks.	CAE Target sheet

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

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5A:	On the 2011 FCAT SSS Reading, the subgroup Black scoring at or above grade level was 40%, an increase of 5%. The subgroup Hispanic scoring at or above grade level was 50%, an increase of 3%. By May 2012, the students in the subgroups- Black 50% and Hispanic 55% in grades 3-5 will score a Level 3 or higher on the FCAT SSS Reading.
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Reading Goal #5A: Ethnicity  
(White, Black, Hispanic, Asian, American Indian)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Black 40%, Hispanic 50%	Black 50%, Hispanic 60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of support at home	conduct family nights and workshops	literacy coach, parent liason, leadership tea	sign in sheet at the event	parent survey

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5B:	On the 2011 FCAT SSS Reading, 41% CAE students in the ELL subgroup scored at or above grade level which is a 2% decrease. By May 2012, 51% or greater of the students in the English Language Learners subgroup in grades 3-5 will score a Level 3 or higher on the FCAT SSS Reading.
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Reading Goal #5B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
41%	51%

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	Language of the students	Support ELL students in reading by having ELL paraprofessional push into the classroom. Paraprofessionals need to be trained on the utilization of ELL support resources.	Title teachers, Leadership team, ELL committee	Analyze ELL unit assessment on a monthly rotating schedule by the ELL committee.	ELL Treasures chest, assessments
2	Teachers identifying their lowest 25%	Analyze RtI Interventions within the PLC and RtI committee to identify the areas of strenghts and weaknesses.	Literacy Coach, Title I teachers	RtI monitoring on a rotating basis. CAE curriculum team will review updated CAE target sheet every quarter.	CAE Target Sheet

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5C:	On the 2011 FCAT SSS Reading, CAE students in the SWD subgroup was n/a. By May 2012, 79% of students in the Students with Disabilities subgroup in grades 3-5 will score a Level 3 or higher on the FCAT SSS Reading.
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Reading Goal #5C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	79%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Planning and organizing of ideas, and thinking strategies	reinforce the use of agenda, thinking map, and cooperative learning	Literacy Coach, Teachers, PLC, leadership team,	classroom walk throughs, monitoring by teacher,	Teachscape, assessments, conferences with student and parents

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5D:	On the 2011 FCAT SSS Reading, CAE students in the subgroup Economically Disadvantaged scoring at or above grade level was 52%- 6% increase. By May 2012 the students in the Economically Disadvantaged subgroup in grades 3-5, 79% will score a Level 3 or higher on the FCAT SSS Reading.
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Reading Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
52%	79%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of background knowledge	increase the use of cooperative learning and previewing academic content  Conduct family nights	teachers, leadership team, PLCs, parent liason	Classroom walk throughs, sign in sheet	parent survey, Teachscape,
2	Students lack organizational skills.	Continue and increase use of agendas,utilize Thinking Maps, and Cooperative Learning strategies	Teachers, Administration	Spot check agendas, CWT	Student assessment
3	Students lack prerequisite skills for understanding of grade level comprehension of concepts	Use iii, and small group instruction. Teachers will make sure students have concrete and representational understanding of comprehension concepts	Administration and Literacy coach	Treasures Benchmark assessments, formative and teacher assessments for learning	Student Assessments

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
Cooperative Learning	K-5	Sharon Matthews	K-5 instructional, ESE teachers, paraprofessionals	End of the week, once a month	CWT, conferencing	Leadership team
Thinking Maps	K-5	Sharon Matthews, Laurie Mercado	K-5 instructional and ESE teachers	Early Release once a month	conferencing, CWT, PLC	Leadership Team
Test Talk	3-5	Jacqueline Meek	3-5 instructional and ESE teachers	Early Release, Twice a school year	conferencing, PLC, CWT	Leadership Team
Learning Focused Strategies	K-5	Sharon Matthews	K-5 instructional and ESE teachers	Early Release, once a month	conferencing, PLC, CWT	Leadership Team

Reading Assessments	K-5	Sharon Matthews	K-5 instructional, ESE teachers, paraprofessionals	Early Release, twice a quarter	conference, PLC	Leadership Team
Reading intervention Resources	K-5	Sharon Matthews/Jacqueline Meek/ Cynthia Jordan	K-5 instructional, ESE, paraprofessionals	Once a month	conference, CWT, PLC	Leadership Team
Guided Reading	K-5	Jacqueline Meek/Sharon Matthews	K-5 instructional, ESE, paraprofessionals	Once a month	Conference, CWT, PLC	Leadership Team
Reading Rods	K-5	Jacqueline Meek/Sharon Matthews/Cynthia Jordan	K-5 instructional, ESE, paraprofessionals	Once a month	Conferene, CWT, PLC	Leadership Team
Higher Order Thinking Questions	K-5	Sharon Matthews	K-5 instructional, ESE, paraprofessionals	Once a month	Conference, CWT, PLC	Leadership Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Voyager Reading Kits - Refill consumable materials	Reading intervention program	Title	\$2,000.00
Stars & Cars Reading Program	Reading Intervention	Title	\$2,000.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Renaissance Program	Reading program- Accelerated Reading	School Budget	\$1,800.00
Compass Odyssey	Reading program	School Budget	\$2,500.00
			Subtotal: \$4,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$8,300.00

# Mathematics Goals

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

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

1. Students achieving proficiency (FCAT Level 3) in mathematics  Mathematics Goal #1:	On the 2011 FCAT SSS Math, CAE students in grades 3-5 scoring a level 3 and above was 59% which is an increase of 2%. By May 2012, an average of 84% of the CAE students in grades 3-5 will score a Level 3 or higher on the FCAT SSS Math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
59%	84%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of motivation	Teachers use Kagan cooperative learning in the class	math coach, teachers, PLCs, leadership team	Usage report from various electronic programs. Classroom Walk Thrus	Compass Odyssey, FCAT Explorer, Neufeld Math, Go Math – Soar to Success
2	Students lack prerequisite skills for understanding of grade level comprehension of concepts	Use CIM, iii, and small group instruction. Teachers will make sure students have concrete and representational understanding of math concepts before using abstract algorithms	Administration and math coach	Go Math, formative and teacher assessments for learning	Think Central, Data Director, Student Assessments
3	Teachers understanding of math concepts and strategies for teaching math	Lesson study with teachers, math coach, and math resource teacher. Professional development. Go Math Podcasts	Administration and math coach	Minutes from Lesson Study meetings, CWT	Student assessments and lesson plans

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics  Mathematics Goal #2:	On the 2011 FCAT SSS Math, CAE students in grades 3-5 scoring a level 4 or 5 was 18%. This was an increase of 2%. By May 2012, an average of 25% or greater CAE students in grades 3-5 will score a Level 4 or 5 on the FCAT SSS Math.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
18%	25%

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of high order thinking opportunities	Continue to incorporate high order questioning	math coach, administration	Lesson plans, classroom walk thrus, usage	Student assessments and

1		into instruction, learning stations, compass pathways, and math lessons. Students given the opportunity to participate in Robotics and Math Olympiad.		report from various electronic programs.	lesson plans
2	Teacher expectations of students	Provide professional development for teachers; Mind Over Matter, Using the Go Math Series	Administration and math coach	Lesson plans and CWT	Student assessments and lesson plans

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

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	On the 2011 FCAT SSS Math, CAE students in grades 3-5 making learning gains increased by 20% with an average of 68%. By May 2012, the CAE students in grades 3-5 who made a year's worth of learning gains will be 75% or greater.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
68%	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills for understanding of grade level comprehension of concepts.	Use iii, and small group instruction. Teachers will make sure students have concrete and representational understanding of math concepts before using abstract algorithms.	Administration and math coach	Go Math, formative and teacher assessments for learning	Think Central, Data Director, Student Assessments
2	Students understanding of mathematics vocabulary	Use of vocabulary word wall and thinking maps.	Administration and math coach	Go Math, formative and teacher assessments for learning	Student assessments and lesson plans
3	Lack of continuous spiraling of math skills	Use CIM and Go Math Series	Administration and math coach	Go Math, formative and teacher assessments for learning	Student assessments and lesson plans

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

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	On the 2011 FCAT SSS Math, CAE students in the Lowest 25% making learning gains was 72% that was a 4% increase. By May 2012, the lowest 25% quartile of CAE students in grades 3-5 will be 80% in making a year's worth of progress in learning gains.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
72%	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool
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			Monitoring	Strategy	
1	Identifying the lowest 25% of students making learning gains in mathematics.	Use ODMS, Formative Assessments, PLCs	Administration and math coach	Minutes from PLCs. Monitor the data wall.	Student assessments
2	Identifying the correct interventions for each student	4.2. Teacher use Go Math components – Show What You Know and Intervention Quick Checks RtI and mathematics teachers determine a strategy for each student based on– How the student learns best, What motivates the student, What are the student’s attitudes, aspirations, beliefs, and behaviors	PLC, RtI Committee, Administration, and Math Coach	. Minutes from the PLCs and RtI meetings. Data Wall	Student assessments

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5A:	On the 2011 FCAT SSS Math, the subgroup Black scoring at or above grade level was 44%, an increase of 7%. The subgroup Hispanic scoring at or above grade level went up to 52% an increase of 3%. By May 2012, 80% of the students in the subgroups- Black and Hispanic- in grades 3-5 will score a Level 3 or higher on the FCAT SSS Math.
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Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
Black-- 44% Hispanic-- 52%	80%

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	White: Black: Vocabulary Hispanic: Vocabulary Asian: American Indian:	Continued use of vocabulary word wall, thinking maps, and other graphic organizers to assist in vocabulary development.	Administration and math coach	Go Math, formative and teacher assessments for learning	Student assessments and lesson plans
2	Parents ability to assist their child with academics	Family Math Night, Math Make and Take for Parents, Parent Center and CAE Newsletters	Math Team, Math Coach, Parent Liaison	Sign in sheets	Student assessments
3	Students feel that academics are not important	Student athletes from the local high school will mentor students	Physical Education Teacher, Guidance Counselor, and Math Coach	Mentoring logs	Student assessment

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

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5B:	On the 2011 FCAT SSS Math, 48% CAE students in the ELL subgroup scored at or above grade level which is a 2% increase. By May 2012, 80% or greater of the students in the English Language Learners subgroup in grades 3-5 will score a Level 3 or higher on the FCAT
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SSS Math.

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

2011 Current Level of Performance: \*

2012 Expected Level of Performance: \*

48%

80%

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	Language Barrier	Use of ELL Paraprofessionals in the classroom. Go Math available in Spanish. Cooperative Learning Strategies. Thinking Maps. Word Walls set up with the English, Second Language, and a graphic. Parent Communication letter in English and Spanish. Personnel available to parents for translations.	Administration and math coach	Classroom walk thrus	Student assessments

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  
Mathematics Goal #5C:

On the 2011 FCAT SSS Math, CAE students in the SWD subgroup was n/a. By May 2012, 80% of students in the Students with Disabilities subgroup in grades 3-5 will score a Level 3 or higher on the FCAT SSS Math.

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

2011 Current Level of Performance: \*

2012 Expected Level of Performance: \*

N/A

80%

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	Organizational Skills	Agenda Use, Thinking Maps, and Cooperative Learning	ESE Teachers, Administration	Spot check agendas, CWT	Student assessment
2	Exceptionalities	Implement PBS Kagan Team Building Think Time	Assistant Principal, CPI Team	Think Time Ledgers, Referrals, Lesson plans, CWT	Student assessment
3	Students lack prerequisite skills for understanding of grade level comprehension of concepts	ESE teachers preview using the Go Math Reteaching component	Administration and math coach	Lesson plans, CWT	Student assessment

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5D:	On the 2011 FCAT SSS Math, CAE students in the subgroup Economically Disadvantaged scoring at or above grade level was 53%- a 3% increase. By May 2012, the students in the Economically Disadvantaged subgroup in grades 3-5 80% will score a Level 3 or higher on the FCAT SSS Math.
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Mathematics Goal #5D: Economically Disadvantaged

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
53%	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack prerequisite skills for understanding of grade level comprehension of concepts	Use iii, and small group instruction. Teachers will make sure students have concrete and representational understanding of math concepts before using abstract algorithms	Administration and math coach	Go Math, formative and teacher assessments for learning	Think Central, Data Director, Student Assessments
2	Teacher expectations of students	Provide professional development for teachers; Mind Over Matter, Using the Go Math Series	Administration and math coach	Lesson plans, CWT	Student assessments and lesson plans

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
Strategies for Teaching Operations of Math	Math	Math Coach	K - 5 Teachers	September 2011	CWT to observe effective use of strategies	Math Coach
Solving Word Problems Using Model Drawing	Math	Math Coach	K - 5 Teachers	September 2011- ongoing	CWT to observe effective use of strategies	Math Coach
Algebra	Math	Math Coach	K - Teachers	September 2011- on going	CWT to observe effective use of strategies	Math Coach
Data Analysis	Math	Math Coach	K - 5 Teachers	October 2011	CWT to observe effective use of strategies	Math Coach
Geometry	Math	Math Coach	K - 5 Teachers	January 2012	CWT to observe effective use of strategies	Math Coach
Measurement	Math	Math Coach	K - 5 Teachers	January 2012	CWT to observe effective use of strategies	Math Coach

Teaching Math with Fidelity	Math	Math Coach	K-5 Teachers	September 2011- on going	CWT to observe effective use of strategies	Math Coach
Number Sense-- Using ten frames to assist with numeration	Math	Math Coach	K-5 teachers	September 2011 - on-going	CWT to observe effective use of strategies	Math Coach
Math - Turn and share. Implementing stations of 16 different math concepts	Math	Math Coach	grades 3-5	September 2011- on-going	CWT to observe effective use of strategies	Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Moving with Math	Uses hands-on to differentiate instruction with progress monitoring	Title	\$3,500.00
Voyager Math Kits - consumable materials	Math Intervention	Title	\$500.00
			Subtotal: \$4,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Neufeld Math	Computer based program that assists student with specific math concepts	District	\$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
Math Family Involvement Night	Hands-On, Consumables, and Refreshments	Title	\$500.00
Additional Math resources	resources for Math stations	Title	\$1,000.00
			Subtotal: \$1,500.00
			Grand Total: \$5,500.00

End of Mathematics Goals

Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students achieving proficiency (FCAT Level 3) in science  Science Goal #1:	On the 2011 FCAT SSS Science, CAE students in grades 3-5 scoring a level 3 and above was 33%. This is an increase of 6%. By May 2012, 70% of the CAE students in grades 3-5 will score a Level 3 or higher on the FCAT SSS Science.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *

33%			70% (61)		
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	Teachers understanding of science concepts and strategies for teaching science.	Lesson study with teachers, math/science coach, and science resource teacher. Professional development. Provide professional development on Discovery Education for teacher content knowledge. Provide teachers with the resources - SnapShots, ScienceSaurus	Administration and math/science coach	CWT, sign in sheets	Student assessment
2	Provide resources aligned to the NGSSS	Provide teachers with training on the NGSSS and AIMS Core Curriculum	Math/Science Coach	Lesson plans and CWT	Student assessments and lesson plans
3	Students lack prerequisite skills for understanding of grade level comprehension of concepts	Use CIM, iii, and hands-on instruction in class and through the use of our science block teacher.	Administration and science coach	formative science and teacher assessments for learning	Data Director, Student Assessments

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

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science  Science Goal #2:	On the 2011 FCAT SSS Science, CAE students in grades 3-5 scoring a level 4 or 5 was 2%. This was a decrease of 2%. By May 2012, 30% or greater CAE students in grades 3-5 will score a Level 4 or 5 on the FCAT SSS Science.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
2%	30%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of high order thinking opportunities	Incorporate high order questioning strategies and opportunities into instruction. Students given the opportunity to participate in Science Olympiad	Administration and math coach	Lesson plans, classroom walk thrus, usage report from various electronic programs.	Student assessments and lesson plans
2	Teacher expectations of students	Provide professional development for teachers	Administration and math coach	Lesson plans and classroom walk thrus	Student assessments and lesson plans
3	Family involvemtn	Provide Family Science Nights to provide parents with ideas to assist their children at	Administration and Science Coach	Sign in sheets	Student assessments

## 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
Earth Science	Science	Math/Science Coach	K - 5 Teachers	September 2011	CWT to observe effective use of strategies	Math/Science Coach
Physical Science	Science	Math/Science Coach	K - 5 Teachers	October 2011	CWT to observe effective use of strategies	Math/Science Coach
Life Science	Science	Math/Science Coach	K - 5 Teachers	January 2012	CWT to observe effective use of strategies	Math/Science Coach

### Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
AIMS Resources	Math/ Science Hands-on Activities	Title	\$2,000.00
FOSS Kits	Resource materials	Title	\$1,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Discovery Science	Web Based Resource	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Life Science	Hands-On and Consumable Materials	Title	\$500.00
Physical Science	Hands-On and Consumable Materials	Title	\$500.00
Earth Science	Hands-On and Consumable Materials	Title	\$500.00
			Subtotal: \$1,500.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science Family Involvement Night	Hands-On, Consumables, and Refreshments	Title	\$500.00
			Subtotal: \$500.00
			Grand Total: \$5,000.00

End of Science Goals

## Writing Goals

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

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

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1:	On the 2011 FCAT SSS Writing, CAE students in grade 4 scoring a 3.0 and above was 94% which is an increase of 20%. By May 2012, the CAE students in grade 4 will increase by 1% to 95% scoring 3.0 or higher on the FCAT SSS Writing.
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
94%	95%

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	student's use of higher level vocabulary in oral and written language	increase instruction in vocabulary  Red Hot Vocabulary bulletin board and introduction of words on a weekly basis	classroom teachers  Reading Coach Classroom Teachers	teacher observation; quarterly grading Use of Bingo board and observation of students using Red Hot Vocabulary in daily conversation and writing	teacher made tests or quizzes; FAIR testing observation and monthly writing prompts
2	student lack of correlation of reading and writing	cross curricular writing in all grade levels and subjects	Classroom teacher	teacher observation; CWT; teacher-coach conferences	student writing in various subject areas
3	rigor of instruction and student responsibility (intrinsic) for increasing score	posting of expectations of writing benchmark posters and rubric; student compares his/her writing with benchmark poster and determines what needs to be done to increase score	classroom teacher and students	rubric; teacher and student conference	rubric; Osceola Writes and CAE Writes
4	daily writing center activities during LA center time	use of PDA lessons	classroom teacher; Reading coach	student work; observation	student work; Osceola Writes

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	By May 2012, the students in the subgroups- Black and Hispanic will increase by 1% or greater in grade 4 will score a 3 or higher on the FCAT SSS Writing.
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
White: NA Black: NA Hispanic: 94% Asian: NA American Indian: NA	95%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of motivation by	class model story	Classroom	scoring of Osceola	Osceola Writes

1	students	writing by teacher; explicit teaching of each part of writing process; Continued implementation of PDA+ Writing and 4 square	teacher Reading Coach	writes and CAE Writes	and Central Ave. Writes
2	high expectations by teachers	develop grade level appropriate rigorous lessons and centers	Classroom teachers	grade level planning	Osceola Writes

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	By May 2012, the students in the English Language Learners subgroup in grade 4 will increase by 1% or greater with a score of 3.0 or higher on the FCAT SSS Writing.
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Writing Goal #2B: English Language Learners (ELL)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
85%	86%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of understanding of vocabulary words in English	provide pictures when possible to go with words	Classroom teachers	writing rubric	Osceola Writes and CAE Writes
2	use of Red Hot Vocabulary Words	bulletin board with words of week in all subject areas weekly vocabulary Bingo game in classrooms	Classroom teachers Reading Coach	teachers turn in Bingo boards weekly; students and classes rewarded for use of Red Hot Vocabulary words	teacher and Coach observation
3	lack of knowledge of written English words	paired writing with English speaking child or group	classroom teacher	finished writing	score using rubric
4	lack of understanding of writing process	spiraling of various parts of essay	classroom teacher	observation; student writing comparison against rubric	rubric

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:	On the 2011 FCAT SSS Writing, CAE students in the SWD subgroup was n/a as a subgroup. By May 2012, students in the Students with Disabilities subgroup in grade 4 will increase by 1% or greater with a score of 3 or higher on the FCAT SSS Writing.
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Writing Goal #2C: Students with Disabilities (SWD)

2011 Current Level of Performance: *	2012 Expected Level of Performance: *
N/A	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of understanding of writing process	breaking apart the prompt with direction instruction in what they are to write about	Classroom teacher	rubric	Osceola writes and CAE writes
2	lack of motivation	partner writing; class stories	Classroom teacher; Reading Coach	rubric	Osceola Writes and CAE writes
3	ability to add all part of prompt together to write entire essay	spiraling	Classroom teacher; ESE teacher	observation	Osceola Writes and CAE Writes

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

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	By May 2012, the students in the Economically Disadvantaged subgroup in grade 4 will increase by 1% or greater with a score of 3 or higher on the FCAT SSS Writing.
Writing Goal #2D: Economically Disadvantaged	
2011 Current Level of Performance: *	2012 Expected Level of Performance: *
94%	95%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	lack of background knowledge	build background knowledge through real life experiences and video streaming	classroom teachers	rubric	Osceola Writes and CAE writes
2	lack of high expectations and motivation	improve self esteem of students through character building; setting, posting, and explaining high expectations for all students	classroom teacher	observation; exceptional and improving student writing praised and displayed	display of student writing
3	engaging high rigor writing center activities during LA center time	Continued use of PDA+ Writing and 4 Square Writing lessons in the classrooms.	classroom teacher; Learning Resource Specialist	observation	completed student work and engagement
4	lack of organization	paired writing and cooperative learning; comparison of essay against benchmark story	classroom teacher	group sharing of stories; group comparison of story against benchmark story and determining what needs to be done to move to next level	rubric

(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
PDA Writing Teacher Training	K-5	Learning Resource Specialist; Assistant Principal	K-5 Teachers	November 2011	CWT and informational monthly meetings	Administration
4 Square Writing Training	K-5	Learning Resource Specialist	k-5	November 2011	CWT, Monthly informational meetings	Administration

Writing 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
PDA Teacher Training	Writing instructional process	Title	\$400.00
			Subtotal: \$400.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$400.00

End of Writing Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Central Avenue students attendance rate will meet or exceed the district and States' 95% attendance rate.
2011 Current Attendance Rate: *	2012 Expected Attendance Rate: *
93%	95%
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)

5%	3%
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)
8%	3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	High Unemployment rate	Positive Behavior Support Attendance Activities - Rewards and Incentives for Perfect Attendance. Stretch for Excellence Program. Quartely Breakfast Club Induction Ceremonies. Postcards sent home when student has perfect attendance.	PBS Committee Members	Data collected weekly from records Clerk	Data sheet ,CAE student's weekly attendance printout.
2	Transportation	Work with teachers to ensure that appropriate referrals are produced for pupils whose level or pattern of attendance is a cause for concern.	PBS Committee Members	Weekly Data Analysis/ District Office	Data sheet ,CAE student's weekly attendance printout.
3	(FIT) Family in Transition status	Collect data and analyze attendance patterns in order to identify trends and to allocate resources effectively.	PLC committee	Weekly Data Analysis	Data Collection
4	Lack of means/ Low social economics	Devise and implement a variety of strategies schoolwide aimed at improving student attendance	Guidance Counselor/ Administration/District Student Services	Weekly Attendance Classroom Data Analysis	CAE student's weekly attendance printout.

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
CAE Attendance/Tardy Trends	K-5	PLC grade level Facilitators	PLC K-5th	Early release	District Attendance Program	Administration

Attendance Budget:

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

End of Attendance Goal(s)

## Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Reduce the suspension rate for Central Avenue Elementary by 2%.
2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions
1	0
2011 Total Number of Students Suspended In School	2012 Expected Number of Students Suspended In School
1	1
2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions
46	<20
2011 Total Number of Students Suspended Out of School	2012 Expected Number of Students Suspended Out of School
46	<20
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of following school rules and procedures	Positive Behavior Support Program.	PBS Committee	Data collection and Grade level Analysis of behavioral trends	District Reports Data collection tally sheets
2	Unaware of the hidden rules of school culture	Think Time Classroom Intervention.	PBS Committee Guidance Office RTI Committee	Data collection and Grade level Analysis of behavioral trends	District Reports Data collection tally sheets
3	Inconsistency in home-school communication	Stretch for Excellence Program	PBS Committee Guidance Office RTI Committee	Data collection and Grade level Analysis of behavioral trends	District Reports Data collection tally sheets
4	Parents' lack of English language, transportation, and/ or parental perception of school	Assertive Parenting Workshops for parents	PBS Committee Guidance Office RTI Committee	Data collection and Grade level Analysis of behavioral trends	Parent sign -in District Reports

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
PBS/ Stretch for Excellence	K-5th grade Discipline	PBS/PLC Committee	School-wide	Monthly Meetings	Data Collection and review of discipline referrals	PBS/PLC Administration
Think Time	K-5th	Administration	School-wide	August 2011	Think Time monitor sheets turned in monthly to Rti committee	Rti Coordinator

Suspension Budget:

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

## 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:

1. Dropout Prevention				
Dropout Prevention Goal #1:				
<i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>				
2011 Current Dropout Rate: *		2012 Expected Dropout Rate: *		
2011 Current Graduation Rate: *		2012 Expected Graduation Rate: *		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal # 1:		Central Avenue Elementary will increase by 10% our parental participation.			
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2011 Current Level of Parent Involvement: *		2012 Expected Level of Parent Involvement: *			
229		252			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of English Language.	Translate all documents leaving the school whenever possible.	Parent Liaison Administration	Parent sign-in log at meetings	collection of parent sign in log
2	Transportation	Provide meetings convenient for parents to attend, such as right after dismissal.	Parent Liaison Administration.	Parent sign-in log at meetings.	collection of parent sign in log.
3	Childcare	Provide childcare for meetings.	Parent Liaison Administration.	Parent sign-in log at meetings.	collection of parent sign in log.

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
How to Work with Parents-Training	K-5	Math /Science/ Literacy Coach	All Staff	October 2011	Observation at Parent Involvement Events, Parent Conferences	Math/Science? Literacy Coach

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

## Additional Goal(s)

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	Voyager Reading Kits - Refill consumable materials	Reading intervention program	Title	\$2,000.00
Reading	Stars & Cars Reading Program	Reading Intervention	Title	\$2,000.00
Mathematics	Moving with Math	Uses hands-on to differentiate instruction with progress monitoring	Title	\$3,500.00
Mathematics	Voyager Math Kits - consumable materials	Math Intervention	Title	\$500.00
Science	AIMS Resources	Math/ Science Hands-on Activities	Title	\$2,000.00
Science	FOSS Kits	Resource materials	Title	\$1,000.00
				Subtotal: \$11,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Renaissance Program	Reading program-Accelerated Reading	School Budget	\$1,800.00
Reading	Compass Odyssey	Reading program	School Budget	\$2,500.00
Mathematics	Neufeld Math	Computer based program that assists student with specific math concepts	District	\$0.00
Science	Discovery Science	Web Based Resource	District	\$0.00
				Subtotal: \$4,300.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Life Science	Hands-On and Consumable Materials	Title	\$500.00
Science	Physical Science	Hands-On and Consumable Materials	Title	\$500.00
Science	Earth Science	Hands-On and Consumable Materials	Title	\$500.00
Writing	PDA Teacher Training	Writing instructional process	Title	\$400.00
				Subtotal: \$1,900.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Math Family Involvement Night	Hands-On, Consumables, and Refreshments	Title	\$500.00
Mathematics	Additional Math resources	resources for Math stations	Title	\$1,000.00
Science	Science Family Involvement Night	Hands-On, Consumables, and Refreshments	Title	\$500.00
				Subtotal: \$2,000.00
				Grand Total: \$19,200.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> 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
Student Incentives for PBS	\$1,000.00
Refreshments for SAC Meetings	\$400.00
Refreshments/ supplies for Parent/Family Involvement events or meetings	\$1,000.00
Supplies for Education in the Park	\$400.00
Professional Development/ Conferences	\$2,000.00

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

The Central Avenue Elementary SAC will meet monthly to review and monitor school goals. Members will be asked to provide feedback to the team on strategies that are working with students and ways the school can improve. Members will be kept advised of new materials, programs, and activities that are used to increase student achievement. And they will have input on next year's goals.

# 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

Osceola School District CENTRAL AVENUE ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	59%	84%	33%	236	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	68%			130	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?	58% (YES)	72% (YES)			130	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					496	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Osceola School District CENTRAL AVENUE ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	53%	57%	74%	38%	222	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	50%	48%			98	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?	40% (NO)	68% (YES)			108	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					428	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Osceola School District CENTRAL AVENUE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	63%	88%	44%	258	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	67%			131	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?	61% (YES)	70% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					520	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested