FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CARTER PARRAMORE ACADEMY

District Name: Gadsden

Principal: Pauline West

SAC Chair: Rev. Tony Hannah

Superintendent: Reginald C. James

Date of School Board Approval:

Last Modified on: 10/21/2012

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
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's 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/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Pauline West	B.S. Early Childhood, Elementary Education, General Science and Mathematics M.Ed. Educational Leadership School Principal		13	West Gadsden High School 2011-2012 Grade Pending (Principal) 2010-2011 C to C 79% AYP (Assistant Principal) 2009-2010 F to C 90% AYP (Assistant Principal) James A. Shanks Middle School 2008-2009 D to C; AYP - No (Assistant Principal) WGHS 2007-2008 F (276 points to 392 points); AYP - No Gretna Elementary 2005-2006 D to C; AYP - No
		B.S. Mathematics and			

| Assis Principal | Keith Dowdell | Computer Science

M.Ed. Educational Leadership

Ed. Doctorate Candidate in Educational Leadership | | 3 | West Gadsden High School
2011-2012 Grade Pending
(Assistant Principal for Discipline)

2010 - 2011 C to C
(Assistant Principal for Discipline) |

INSTRUCTIONAL COACHES

List your school's 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/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. 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/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Carla Wells	B.A. English M.Ed. Education Administration Reading Endorsed Middle Grades Endorsement		4	EGHS 2011-2012 School Grade Pending 2011-2012 proficiency level increased by 13% (18% to 31%) 2011-2012 students making learning gains increased by 16% (32% to 48%) 2011-2012 lowest 25% making learning gains increased by 19% (40% to 59%)
Science	Yasmeen Leon	B.S. Biology M.Ed. Secondary Education Biology M.Ed. Educational Leadership		3	WGHS 2011-2012 School Grade Pending WGHS 2009-2011 School Grade improved from "F" to "C" while science coach. WGHS 2009-2010 Science proficiency increased by 11% 2008 - 2009 James A. Shanks Middle School Quincy, Florida School Grade D to C 2007 - 2008 CollegeBoard Managed 7 low-performing at-risk districts 2006 - 2007 Florida High School Tallahassee, Florida School Grade A; 11th grade Science Proficiency - 50%
Mathematics	Brenda Holt			.5	WGHS 2011-2012 School Grade Pending

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Each teacher will complete an Professional Learning Plan (highlighting goals, strategies, and professional development needs) through PAEC. Regular meetings with new and returning teachers wil be scheduled to insure that teachers receive assistance to perfect their crafts.	Principal Pauline West	On-going	
	Provide support to all instructional personnel. Newly hired and beginning teachers are assigned to grade-level and department teams as well as highly qualified and effective mentors in their subject-area departments to introduce	Principal Pauline West Assistant Principal Keith Dowdell		

2	procedures of the school and assist with academic planning/teaching, strategies/resources, and classroom management. Professional faculty (more than 3 years successful teaching experience) are given coaching plans for supportative purposes only. The academic coaches provide the data, instructional focus materials,and coaching/modeling/training assistance as needed throughout the year. The administrative team provides assistance through professional development, routine observations (CWTs) and feedback, and the use of data to guide the overall instructional delivery and assessment processes.	Academic Coaches Reading - Carla Wells; Science - Yasmeen Leon; Mathematics - Brenda Holt; Carolyn Francis - Senior High Reading Consultant with ETO Department	On-going
3	The district will improve opportunities for career and professional growth. After evaluations, teachers that have raised student achievement and learning gains of their students at least 65% will be given incentive pay as a reward. Bonuses will range from $1000 to $3000.	Principal Pauline West District RTTT	Beginning September 2012
4	The administrative team along with the district's academic leadership team will provide teachers with ongoing, high-quality, job-embedded professional development that is aligned with the district's strategic plan and the school's goals and alternative program plan.	District (Personnel/Professional Development Director, K-12 Director, and Deputy Superintendent) and School Administrative leadership teams	On-going
5	Prior to first week of employment, the Personnel Department along with the Director, hosts an orientation workshop to formally welcome new hires, complete necessary induction forms/applications/email apps, register for and practice using district communication/TERMS programs as they pertain to job performance. Certification/licensure processing is also provided for those requiring temporary and/or permanent issuance of teaching certificates. At the building site level, new hires are extended the courtesy of school and community information if seeking to relocate in area or vicinity of district. Grade level and/or subject area teams are established so that all teachers have professional learning communities in which to collaborate and partner.	District and School-level Administrative Teams	On-going

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
24	4.2%(1)	25.0%(6)	16.7%(4)	45.8%(11)	41.7%(10)	62.5%(15)	12.5%(3)	0.0%(0)	8.3%(2)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
Carla Wells	Reginald Cunningham	First year Teacher; Both persons have an established rapport. The reading coach has over 15 years of teaching and curriculum training and experience as both a school level reading coach and administrative team member in a Differentiated Accountability School. The coach also has extensive background knowledge in the NG CARPD, NGSSS, FCAT test item specifications, and assessment development and alignment to the CCSS.	One-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and management; demonstrate, develop and share model lessons; co-teach in another classroom; plan and/or deliver professional development; facilitate Professional Learning Communities (PLCs); model lessons for teachers to students; share best practices; develop and share lessons plans; collaborate with administration and colleagues on school-based activities to promote student engagement and parent/community involvement; Complete the district's Professional Teacher Competency Program
Brenda Holt	Reginald Forehand	Returning first Teacher after seven years; Both persons have an established rapport. The mathematics coach has over 25 years of teaching and curriculum training and experience as both a school level mathematics coach and administrative team member in a Differentiated Accountability School. The coach also has extensive background knowledge in the NGSSS, FCAT test item specifications, and Algebra 1 and Geometry EOCS, assessment development and alignment to the using Data Director.	One-on-one mentoring in lesson planning, classroom management strategies, individual student interventions, technical assistance, data analysis, organizational skills and management; demonstrate, develop and share model lessons; co-teach in another classroom; plan and/or deliver professional development; facilitate Professional Learning Communities (PLCs); model lessons for teachers to students; share best practices; develop and share lessons plans; collaborate with administration and colleagues on school-based activities to promote student engagement and parent/community involvement; Complete the district's Professional Teacher Competency Program

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I, Part A, resources and services will be used to help students achieve a high-quality education and acquire the skills necessary to be successful beyond graduation. Requested resources will be use to hire teachers, provide teacher training, and pay for stipends that focuses on raising student achievement levels. Professional development, such as NG CAR-PD --- content area reading professional development --- will be provided for the faculty members who are current teaching core academic areas other than reading.

Title I, Part C- Migrant

Through the Title I, Part C-Migrant Education Program (MEP), funds, services and supports for students and parents have already been satisfied through the district. Because migrant students have the same risk factors as other students and also face further challenges because of their frequent moves, we have established a partnership for liaison and academic services on a needs basis with local office (PAEC) for after-school and week-end tutorials and ESOL strategies classes. PAEC along with the district also promotes the coordination of educational and support services including the timely transfer of academic records.

Title I, Part D

The District receives funds from the Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk which supports our efforts to improve educational services for such students to have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet; to provide the services needed to make a successful transition from institutionalization to further schooling; to prevent these at-risk youth from dropping out of school; and to provide dropouts, children, and youth returning from correctional facilities or institutions with the follow-up services they need to continue their education and to meet the same challenging state standards required of all students.

Title II

District receives funds for developing and implementing initiatives to assist in recruiting and retaining highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields (including recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades). Funds have also been secured to provide professional development activities. We are proposing to provide differentiated instruction and CAR-PD training for the entire faculty. As a low performing school and the district's only alternative school site, we are also proposing to use funds to improve student academic achievement through K-12 school reform particularly as it relates to teacher professional development and the infusion of innovative and engaging technology-based learning tools and digital content. Technology-based programs for teachers and students include FCAT Explorer for test preparation, Florida Achieve (assessments), Accelerated Reader (intervention, assessment, and monitoring), Data Director (assessment and progress monitoring), READ 180 and EDGE (reading supplement and intervention), SuccessMaker (reading and mathematics) and OdysseyWare (course credit recovery).

Title III

Services are provided through the district to help ensure ELLs attain English proficiency, achieve at high academic levels in English, and meet the same challenging state academic content and student academic achievement standards as all other students.

Title X- Homeless

District Homeless Liaison Coordinator and District Social Worker both team together to provide resources (clothing, tutorials, social services referrals --- medical, dental, mental, domestic violence, etc., school supplies, etc.) for students identified as homeless under the Mc-Kinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The district's academic intervention programs and funds are coordinated through the Title I program. SAI funds are used to help students gain at least a year of knowledge for each year in school and to help students not to be left behind. SAI providers have been contracted to offer eligible students supplemental instruction strategies including, but not limited to reading instruction, after-school instruction, tutoring, mentoring and intensive skills development in summer school and other methods to improve student achievement. Additionally, the school has begun its 21st Century Community Learning Centers and SES after-school tutorials and programs. The 21st CCLC program will target elementary, middle and high school students exclusively for academic enrichment and recreation.

Violence Prevention Programs

The school offers a number of preventative non-violence measures to combat violence among its students including the following: partnerships with local law enforcement agencies; teen court program; a school resource officer; three security officers; gang-resistance officer on call; administrator for discipline; and in-school suspension teacher; implementation of the district student code of conduct, including a bullying policy; restriction of use of cell phones on campus; faculty and staff duty assignments before, during and after-school; and the wearing of school uniforms (both students and staff throughout the school).

Nutrition Programs

The school and district participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) which assist in providing nutritious meals to children at a reasonable price or reduced cost or free. In addition to financial assistance, the School Lunch Program provides donated commodity foods to help reduce lunch program costs. All students are encouraged to participate to minimize the stress and anxiety often associated with hunger during the school day. Breakfast is free on a daily basis for all students regardless of economic status.

Housing Programs

Head Start

Adult Education

Career and Technical Education

Through grant funding and a partnership with the Gadsden Technical Institute and Tallahassee Community College, students in grades 10 - 12 are allowed to enroll in programs such as the Cosmetology, Small Engine Repair, Welding, Automotive Repair, Business and Computer Applications (9-12), Health Care and Nursing, etc.

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The RtI Leadership Team includes the Administrative Team, Behavior Specialists, Guidance Counselor, Teachers, ESE Teacher, School Psychologist, Program Specialist, Instructional Coaches as Needed, Speech Language Pathologist, and Parents.

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

The RtI Team will function accordingly using the problem-solving method as follows:
1. Step 1, the team defines the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. Step 2, the team analyzes the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. Step 3, Establish a student performance goal, develop an intervention plan to address the goal, and delineate how the student's progress will be monitored and implementation integrity will be ensured. Ask, "What are we going to do about it?"
4. Step 4, Use progress monitoring data to evaluate the effectiveness of the intervention plan based on the student's response to the intervention plan. Ask, "Is it working?" If not, how will the intervention plan be adjusted to better support the student's progress?

How does it work with other school teams to organize/coordinate MTSS efforts?.

1) The administrative team role is to develop a school implementation plan and ensure its implementation. Meeting will be held monthly and more frequently if requested.
2) The school psychologist will be responsible for administering the assessment(s) and completing the psychological or

evaluation report(s).

3) General Education Teachers will provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention (Core Instruction and Universal Interventions), collaborate with other staff to implement Tier 2 interventions (Strategic and Targeted Group Interventions), and integrate Tier 1 materials/instruction with Tier 2/3 activities (Comprehensive and Intensive Interventions.

4) ESE teacher will participate in the data collection phase also, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers, especially through co-teaching.

5) program Special will serve as a resource person for interventions and evidenced-based strategies in working with all students, and a programming resource for ESE teacher. This person will also assist with the responsible of keeping parents informed throughout entire process, monitoring ESE paperwork, and scheduling and conducting student study team (IEP) and manifestation conferences.

6) Instructional Coaches (Reading, Science, and Mathematics) will identify appropriate, evidenced-based intervention strategies; assist with the whole school screening programs that provide early intervention services for students to be considered "at-risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in professional development, and provide support for assessment and implementation monitoring.

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

The RtI Leadership Team's role is to meet with the SAC and principal to help develop the SIP. The team is expected to: provide data regarding the efficacy of interventions so that meaningful decisions can be made about which instruction and interventions should be maintained; help set clear expectations for instruction; facilitate the development of a systemic approach to teaching and align processes and procedures.

MTSS 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.

Performance Matters and Skyward will be the new data collection systems for the district and all school sites – Data includes baseline, midterm, and end of year reports of academic, discipline, and demographics as well as student/parent(s)/teacher feedback/interactions; Progress Monitoring and Reporting Network – FAIR (Florida Assessments for Instruction in Reading); FCAT Explorer and Florida Achieve (Benchmark Assessments in reading, mathematics, and science); Academic Intervention Programs such as SuccessMaker (reading and mathematics); Acaletics, Go Math, READ 180, EDGE, Accelerated Reader, Write Score, etc.

Describe the plan to train staff on MTSS.

Professional development will be provided during faculty meetings, teachers' planning time, and small sessions throughout the year until completion. The RtI team (which includes the Principal) will be responsible for scheduling training sessions through the district's staff development/personnel director.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Pauline West, Principal
Keith Dowdell, Assistant Principal
Carla Wells, Reading Coach
Carolyn Francis, ETO Reading Specialist
Yasmeen Leon, Science Coach/Teacher
Brenda Holt, Mathematics Coach
ESE Teacher
Social Studies Chairperson
Claudia Campbell, Media Specialist
Andrea Hayes, Data Entry

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

The literacy leadership team is comprised of people within the school and district who all have expertise in effective literacy instruction for children from birth to grade 12. This team is presently being formed and will be meeting throughout the 2012-13 school year to develop a school-based literacy plan for Carter-Parramore and HOPE Academies. The function of the team is as follows: establishing literacy as a priority; developing an appropriate platform of beliefs; ensuring quality instruction; maximizing time; assessing performance and ensuring accountability; fostering staff development and promoting communities of learners; foraging links between home and school and building capacity.

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

Major initiatives include the following: engaging in peer coaching; videoing class sessions; conducting mini-workshops throughout the year; initiating PLCs; visiting schools who have had success with similar concerns; researching strategies to address the concerns; providing materials, resources, assistance to address concerns; attending workshops/conferences on topics; collecting and analyzing additional data on subjects; creating surveys, portfolios and interviews with school community; modeling lessons in classrooms; analyzing and reviewing data; and sharing and reporting data.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Students need to develop thoughtful interpretations of what they read. They need to approach the task as active makers of meaning. Teachers will encourage students to become active participants in the classroom community by tailoring their instructional strategies and methods to the needs of their classes and the individuals in those classes. Various instructional activities will be considered and utilized to ensure that teaching reading strategies becomes the responsibility of every teacher at Carter-Parramore Academy. Plans include 1) Helping students prepare to read; 2) Help students employ effective reading strategies during reading; 3) Help students understand and respond after reading; 4) Using pre-reading; 5) Activating what students know; 6) Building background knowledge; 7) Determining purpose and strategy; 8) Embed strategies specific to content that bridges understanding of text understanding; 9) Understanding author's key vocabulary; 10) Explicitly modeling for the students the thinking/reading process one might go through as one reads using think-alouds, response journals, reciprocal questioning, reading and thinking guides, and directed reading-thinking activity; 11) After reading, facilitate responses in ways that bridge reader and text by though the use of critical questionings and shared inquiry; and 12) Offering NGCAR-PD training.

*High Schools Only

Note: Required for High School - 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?

Workforce Education has responsibility for the development of curriculum frameworks for career and technical education programs from middle school through AS degrees. These programs are organized into 16 Career Clusters. Each program curriculum framework includes the technical and academic skills that are essential to the career/occupation. "What a student needs to know and be able to do." Teachers incorporate the frameworks as they teach core academic content as applicable.

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?

CPA uses The Career Cruiser, a career exploration resource used to promote career development for students at the elementary and middle school level. It provides self-assessment activities to assist students in thinking about the relationship between personal interests and career goals. Charts display sample occupations in 17 career clusters. Occupational descriptions, average earnings, and minimum educational level required for the job are also listed.

CPA also uses Florida CHOICES Planner, the state's career information delivery system. It provides career and educational exploration and information as well. Florida CHOICES includes assessments for interests, skills, and values as well as information on careers and postsecondary education. Accountability reports for the school's management of student usage are retrievable from the Professional Tools section of CHOICES.

At the end of students' eighth grade year, all are enrolled in personal accounts and trained to use the state's FACTS.org tool for college and career readiness and monitoring.

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 <u>High School Feedback Report</u>

Gadsden is currently at the state's average total for graduates entering community colleges by the Fall of their graduation year (31%). Strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report include:

1) Begin providing College Placement Testing and Postsecondary Education Readiness Test preparation during students' freshman year and continuing through their senior high year. After-school programs, similar to SES provider, that serve our students will also be encouraged to provide these services as well.
2) Host Career/College fair or expo on campus; invite all students in grades 4 - 12.
3) Administer the ACT placement tests to eligible 10th-12th grade students.

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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By May 2013, 10% of CPA students in grades 4-10 will score at least a Level 3 in Reading on FCAT 2.0 (8% increase) Less than 10% of students in individual grade levels 4-10 have achievement level scores higher than Levels 1 and 2. Students earn less than 50% of available points in the content areas of Vocabulary, Reading Application, Literary Analysis, and Informational Text and Research Process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reading 2%	Reading 10%

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	School Attendance Reading Deficiencies	Develop a school-wide attendance plan. Implement the District's Reading Plan Provide staff development to teach reading across the curriculum; i.e., NGCAR-PD Utilize classroom libraries in every class Establish a school literacy council to address best practice literacy strategies. Use Progress Monitoring Reporting Network (PMRN) as suggested by the state reading initiative. Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students	Pauline West, Principal Carla Wells, Reading Coach Shelia Galloway, Middle Grades Reading Teacher Elaine Anderson, High School Reading Teacher Sharon Paul, 6th Grade Teacher Bridget Butler, Elementary Education Teacher (4th - 5th Grade) Carolyn Francis, Secondary Reading Program Specialist, ETO RTI Team Annette Baker, Guidance Counselor	FAIR, FCAT, FCIM focus lesson assessments. Standard Plus Common Core Lessons grades 5-8. Monitor tardies and absences. Data Chats with students on a quarterly basis. Classroom walkthroughs.	Mini Assessments Progress Monitoring Reporting Network Performance Matters Success-Maker FCIM 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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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					

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:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	By May 2013, 47% of CPA students will make Learning Gains in Reading on FCAT 2.0 (5% increase) Less than 10% of students in individual grade levels 4-10 have achievement level scores higher than Levels 1 and 2. Students earn less than 50% of available points in the content areas of Vocabulary, Reading Application, Literary Analysis, and Informational Text and Research Process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (50)	47% (65)

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	School attendance. Reading deficiencies.	Develop a school-wide attendance plan. Implement the District's Reading Plan. Provide staff development to teach reading across the curriculum. Establish a school literacy council to address best practice literacy strategies. Used Progress Monitoring Reporting Network (PMRN) as suggested by the state reading initiative. Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students	Pauline West, Principal Carla Wells, Reading Coach Sheila Galloway, Reading Teacher Elaine Anderson, Reading Teacher Sharon Paul,6th Grade Teacher Bridget Butler, Elementary Teacher (4th -5th Grade) Carolyn Francis, Secondary Reading Program Specialist, ETO	FAIR, FCAT, FCIM focus lesson assessments. Monitor tardies and absences. Data Chats with students. Classroom walkthroughs.	Progress Monitoring Reporting Network (PMRN). Success-Maker CAI for Reading Standard Plus Daily CCSS Lessons and Assessments FCIM assessments. Report Cards.

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:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By May 2013, 50% of students in the lowest 25 percentile (in grades 4-10) will make Learning Gains in Reading on FCAT 2.0. (baseline) Less than 10% of students in individual grade levels 4-10 have achievement level scores higher than Levels 1 and 2. Students earn less than 50% of available points in the content areas of Vocabulary, Reading Application, Literary Analysis, and Informational Text and Research Process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	50% (69)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
---	---	---	---	---	---
1	School Attendance Reading Deficiencies	Develop a school-wide attendance plan. Implement the District's Reading Plan Provide staff development to teach reading across the curriculum; i.e., NGCAR-RD Utilize classroom libraries in every class Establish a school literacy council to address best practice literacy strategies. Use Progress Monitoring Reporting Network (PMRN) as suggested by the state reading initiative Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students	Pauline West, Principal Carla Wells, Reading Coach Shelia Galloway, Middle Grades Reading Teacher Elaine Anderson, High School Reading Teacher Sharon Paul, 6th Grade Teacher Bridget Butler, Elementary Education Teacher (4th - 5th Grade) Carolyn Francis, Secondary Reading Program Specialist, ETO RTI Team	FAIR, FCAT, FCIM focus lesson assessments. Standard Plus Common Core Lessons grades 5-8. Monitor tardies and absences. Data Chats with students on a quarterly basis. Classroom walkthroughs.	Mini Assessments Progress Monitoring Reporting Network Performance Matters Success-Maker FCIM Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year	Reading Goal #

| school will reduce their achievement gap by 50%. | | | 5A : | | | ▼ |
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM Overview	English/ Language Arts Grades 4 - 12	Principal Reading Coach Assistant Principal	All Reading and English/Language Arts Teacher - Grades 4 through 12	August 13, 2012 Initial October 22, 2012 Follow-up	CWTs and Lesson Plans	Reading Coach Principal Assistant Principal

		Professional Development				
Literacy Across the Curriculum – Use text complexity, close reading, comprehension instruction sequence, and vocabulary development in mathematics classes to improve reading and writing	English/ Language Arts Grades 4 - 12	Principal Dr. T. Madge, Consultant Reading Coach ETO Reading Specialist	All Reading and English/Language Arts Teacher - Grades 4 through 12	October 22, 2012 Intial Follow-up Ongoing throughout May 2013	CWTs and Lesson Plans Teacher reflections on level of student engagement and change in academic performance (effectiveness	Principal Dr. T. Madge, Consultant Reading Coach ETO Reading Specialist
CPALMS – Florida's Platform for educators to Collaborate, Plan, Align, Learn, Motivate and Share - Training --- to provide a resource for assistance with effective implementation Florida's standards (both NGSSS and CCSS) and course content and professional development in a self-paced format	English/ Language Arts Grades 4 - 12	Principal Reading Coach Assistant Principal	All Reading and English/Language Arts Teacher - Grades 4 through 12	October 22, 2012 through May 31, 2013	CWTs and Lesson Plans	Principal Assistant Principal Academic Coaches
Literacy and Reading http://www.startwithsuccess.com Reading Strategies for Middle and Secondary Teachers Vocabulary Development Three Interactive Elements of Reading Motivating Materials and Strategies for Readers Using Environmental Print; Gathering Environmental Print; Environmental Print in 4-8; Environmental Print in 9-12; and Issues Surrounding the Use of Environmental Print	All subject areas 4-12	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach	All Teachers 4-12	October 22, 2012 - May 31, 2013	CWTs and Lesson Plans Reflection Journals	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach
Differentiating						

Instruction http://www.startwithsuccess.com Implementing Differentiated Instruction; K-6 Strategies: I; K-6 Strategies: II; 7-12 Strategies: I; 7-12 Strategies: II	All subject areas 4-12	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach	All Teachers 4-12	October 22, 2012 - May 31, 2013	CWTs and Lesson Plans Reflection Journals	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach
Performance Matters training to support data-driven instructional decisions	All subject areas 4-12	District Staff	All Teachers 4-12	October 2012 - May 2013	Data Reports shared through Data Chats with Administrators and Students (Parent Conferences) Instructional Delivery (CWTs and lesson plans)	Principal Reading Coach ETO Reading Specialist Assistant Principal
Best Teaching Practices http://www.startwithsuccess.com Developing a Classroom Climate Reinforcing Effort and Providing Recognition Teacher Expectations Homework and Practice	All subject areas 4-12	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach	All Teachers 4-12	October 22, 2012 - May 31, 2013	CWTs and Lesson Plans Reflection Journals	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach
Using Data to Make Decisions - A self-directed course to learn about techniques for collecting and analyzing data that does not require complex mathematics. Participants will get lesson plans, practice exercises, links to relevant articles, and case studies of teachers who are using data in their classrooms. PD is basedContinuous Improvement Cycle of Plan, Do, Study, and Act.	All subject areas 4-12	Principal Assistant Principal Reading Coach Mathematics Coach Science Coach	All Teachers 4-12	October 2012 - May 2013	CWTs and Lesson Plans FCIM Implementation Models (charts, graphs, tables, spreadsheets, etc. of data analysis)	Principal Reading Coach Mathematics Coach Science Coach Assistant Principal

(Florida Center for Instructional Technology - http://fcit.usf.edu/data/index.html						
Multimedia in the Classroom: Engaging Students - PD focuses on using multimedia in the classroom as tools to help students visualize, synthesize, convey, and construct knowledge. This course will be used in a PLC forum. (Florida Center for Instructional Technology - http://fcit.usf.edu/multimedia/index.html)	All subject areas 4-12	Principal Assistant Principal Reading Coach Science Coach Mathematics Coach	All Teachers 4-12	October 2012 - May 2013	CWTs and Lesson Plans Teacher reflections on level of student engagement (effectiveness)	Principal Assistant Principal Reading Coach Science Coach Mathematics Coach
Overview of Common Core State Standards Specific PD 1) Text Complexity 2) CIS 3) Close Reading 4) Vocabulary Development	All subject areas 4-12	Principal Assistant Principal Reading Coach ETO Reading Specialist	All Teachers 4-12	August 2012 (Pre-planning) October 2012 - May 2013 (Ongoing)	CWTs and Lesson Plans Teacher reflections on level of student engagement (effectiveness)	Principal Reading Coach Assistant Principal ETO Reading Specialist
NGCAR-PD	Selected Teachers in Science and Social Studies Areas	Reading Coach ETO Reading Specialist District Reading Team	Selected Teachers in Science and Social Studies Areas	October 2012 - May 2013 Ongoing through completion	CWTs, Lesson Plans, and Implementation of components until completions	Reading Coach ETO Reading Specialist District Reading Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NGCAR-PD	Completion of NG CAR-PD and NG CAR-PD Practicum will make a teacher eligible to serve as a reading intervention teacher at district discretion by having FCAT level 2 students who are in prime need of vocabulary and comprehension intervention in the CTE elective courses.	Title I Title II	$2,000.00
	Series of self-paced training as needed for teacher effectiveness to include: Developing a Classroom Climate Reinforcing Effort and Providing Recognition Teacher Expectations Homework and		

Strategy	Description of Resources	Funding Source	Available Amount
Best Teaching Practices; Differentiating Instruction; and Literacy and Reading http://www.startwithsuccess.com	Practice Implementing Differentiated Instruction K-6 Strategies: I; K-6 Strategies: II; 7-12 Strategies: I; 7-12 Strategies: II Reading Strategies for Middle and Secondary Teachers Vocabulary Development Three Interactive Elements of Reading Motivating Materials and Strategies for Readers Using Environmental Print; Gathering Environmental Print; Environmental Print in 4-8; Environmental Print in 9-12; and Issues Surrounding the Use of Environmental Print	Title I Title II	$1,500.00
Literacy Across the Curriculum – Use text complexity, close reading, comprehension instruction sequence, and vocabulary development in mathematics classes to improve reading, writing and communicating.	Face to Face Training with Follow-up through CWT To provide training, strategies and evidence supporting the need for an intensive literacy campaign in middle grades and high schools. The goal of this PD is to show participants how they can mount a successful campaign resulting in more literate graduates with a greater chance of completing postsecondary education and qualifying for well-paying jobs with promising futures.	Title I Title II	$2,000.00
		Subtotal: $5,500.00	

Technology

Strategy	Description of Resources	Funding Source	Available Amount
CPALMS	Florida's Platform for educators to Collaborate, Plan, Align, Learn, Motivate and Share - Training --- to provide a resource for assistance with effective implementation Florida's standards (both NGSSS and CCSS) and course content and professional development in a self-paced format	Title I	$500.00
Performance Matters training to support data-driven instructional decisions	Performance Matters provides an integrated student assessment, data management and teacher effectiveness platform that supports the information needs of today's teachers, school system leaders, students and parents. Using Performance Matters, all stakeholders in the educational process have ready access to the information and resources they need to sustain student learning and instruction.	District Technology Funds	$4,000.00
		Subtotal: $4,500.00	

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Overview of Common Core State Standards Specific PD 1) Text Complexity 2) CIS 3) Close Reading 4) Vocabulary Development	The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.	Title I Title II	$2,000.00
Shared Inquiry™ Discussion using CCSS Classroom Libraries and Bluford Series collections.	Professional Learning: Great Books is a leader in text-based, Socratic discussion, with courses, coaching, and resources for Shared Inquiry™ Discussion. The K-12 entails classroom reading and discussion programs that build young minds, improve critical thinking, and promote higher student achievement.	Title I Title II	$500.00
		Subtotal: $2,500.00	

Other

Strategy	Description of Resources	Funding Source	Available Amount
Florida Test Ready for Reading	Test Ready curriculum provides robust support for educators of all levels—all in an easy-to-use format. Suggested pacing charts and detailed lessons plans included. Step by Step sections provide background material and scripting. The program also provides rigorous instruction on the Common Core using a proven-effective gradual-release approach that builds student confidence, and prepare students for more complex assessment items with full-length practice tests and interim assessments.	Title I	$2,000.00
Standards Plus - CIM Lessons in Reading and Reading Intervention	Lessons specifically written to address the content, rigor, and enhanced student performance expectations embedded in the Common Core State Standards. The Language Arts materials address the following Common Core Strands: Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Writing: Opinion, Writing: Informative/Explantory, Writing: Narrative, Language: Capitalization, Language: Grammar and Usage, Language: Punctuation, Language: Spelling, and Language: Vocabulary Acquisition and Use.	Title I	$4,000.00
			Subtotal: $6,000.00
			Grand Total: $18,500.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	
2012 Current Percent of Students Proficient in listening/speaking:	

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				

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading.	

CELLA Goal #2:	

2012 Current Percent of Students Proficient in reading:
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				

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:
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				

CELLA 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 CELLA Goals

Elementary School Mathematics Goals

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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By May 2013, 44% of the elementary school students will score at least a Level 3 in Mathematics on FCAT 2.0. Less than 22% of students school-wide (economically disadvantaged and African-American specifically) performed at proficiency in the areas of Geometry and Measurement, Statistics and Probability, Expressions, Equations, Functions, Ratios and Proportional Relationships, and Fractions as measured by FCAT Math 2.0, FCAT Math Retake and the Algebra 1 EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	44% (4)

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 interest and motivation	Bell-to-Bell Instruction including bell ringers, essential questions, and lesson agenda (Marzano) Instructional delivery of content using Focus Calendars (FCIM); NGSSS and blended CCSS Utilize SuccessMaker3/FCAT Explorer/Florida Achieve to target areas of difficulty for differentiated instruction Use Go Math Adoption series with fidelity Concentrated daily practice and review using word problems Reading in the content area Acaletics implementation of all components (Quik Piks, P-reviews/Hook Strategies) with fidelity Hands-on-materials/centers to build computational, geometrical and algebraic thinking skills Application of Real-world situations to make connections with mathematical theories	Brenda Holt, Math Coach Bridget Butler, Elementary Education Math Teacher Keith Dowdell, Assistant Principal Pauline West, Principal	Instructional Lesson Plans Classroom Observations (CWT) FCIM Implementation Coaching Action Plans to include student-teacher modeling	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; and SuccessMaker3 Reports 2013 FCAT 2.0 Results CWTs Response to Coaching (Teacher Reflections)

		Oral Presentations---Hear It, See It, Say It, Feel It, Do It Strategies Bi-Weekly Assessments CWTs Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students After-school Practice on Basic and Developmental Skills			
2	Students knowledge-base is far below grade-level and differs greatly (Lack student readiness)	Bell-to-Bell Instruction including bell ringers, essential questions, and lesson agenda (Marzano) Instructional delivery of content using Focus Calendars (FCIM); NGSSS and blended CCSS Utilize SuccessMaker3/FCAT Explorer/Florida Achieve to target areas of difficulty for differentiated instruction. Concentrated daily practice and review using word problems Reading in the content area Acaletics implementation of all components (Quik Piks, P-reviews/Hook Strategies) with fidelity Hands-on-materials/centers to build computational, geometrical and algebraic thinking skills Application of Real-world situations to make connections with mathematical theories Oral Presentations---Hear It, See It, Say It, Feel It, Do It Strategies Bi-Weekly Assessments CWTs Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students After-school Practice on Basic and Developmental Skills	Brenda Holt, Math Coach Bridget Butler, Elementary Education Math Teacher Keith Dowdell, Assistant Principal Pauline West, Principal	Instructional Lesson Plans Classroom Observations (CWT) FCIM Implementation Coaching Action Plans to include student-teacher modeling	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; and SuccessMaker3 Reports 2013 FCAT 2.0 Results CWTs Response to Coaching (Teacher Reflections

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By May 2013, 44% of all students in elementary grades 4-5 will make Learning Gains in Mathematics on FCAT 2.0 (44 % increase) Less than 22% of students school-wide (economically disadvantaged and African-American specifically) performed at proficiency in the areas of Geometry and Measurement, Statistics and Probability, Expressions, Equations, Functions, Ratios and Proportional Relationships, and Fractions as measured by FCAT Math 2.0, FCAT Math Retake and the Algebra 1 EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	44% (4/9)

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 interest and motivation	Bell-to-Bell Instruction including bell ringers, essential questions, and lesson agenda (Marzano) Instructional delivery of content using Focus Calendars (FCIM); NGSSS and blended CCSS Utilize SuccessMaker3/FCAT Explorer/Florida Achieve to target areas of difficulty for differentiated instruction. Use Go Math Adoption series with fidelity Concentrated daily practice and review using word problems Reading in the content area Acaletics implementation of all components (Quik Piks, P-reviews/Hook Strategies) with fidelity Hands-on-materials/centers to build computational,	Brenda Holt, Math Coach Bridget Butler, Elementary Education Math Teacher Keith Dowdell, Assistant Principal Pauline West, Principal	Instructional Lesson Plans Classroom Observations (CWT) FCIM Implementation Coaching Action Plans to include student-teacher modeling	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; and SuccessMaker3 Reports 2013 FCAT 2.0 Results CWTs Response to Coaching (Teacher Reflections)

			geometrical and algebraic thinking skills Application of Real-world situations to make connections with mathematical theories Oral Presentations---Hear It, See It, Say It, Feel It, Do It Strategies Bi-Weekly Assessments CWTs After-school Practice on Basic and Developmental Skills Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students			
	2	Students knowledge-base is far below grade-level and differs greatly (Lack student readiness)	Bell-to-Bell Instruction including bell ringers, essential questions, and lesson agenda (Marzano) Instructional delivery of content using Focus Calendars (FCIM); NGSSS and blended CCSS Utilize SuccessMaker3/FCAT Explorer/Florida Achieve to target areas of difficulty for differentiated instruction Use Go Math Adoption series with fidelity Concentrated daily practice and review using word problems Reading in the content area Acaletics implementation of all components (Quik Piks, P-reviews/Hook Strategies) with fidelity Hands-on-materials/centers to build computational, geometrical and algebraic thinking skills Application of Real-world situations to make connections with mathematical theories Oral Presentations---Hear It, See It, Say It, Feel It, Do It Strategies Bi-Weekly Assessments CWTs After-school Practice on Basic and Developmental	Brenda Holt, Math Coach Bridget Butler, Elementary Education Math Teacher Keith Dowdell, Assistant Principal Pauline West, Principal	Instructional Lesson Plans Classroom Observations (CWT) FCIM Implementation Coaching Action Plans to include student-teacher modeling	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; and SuccessMaker3 Reports 2013 FCAT 2.0 Results CWTs Response to Coaching (Teacher Reflections)

	Skills Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students				

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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<div align="center" colspan="5">No Data Submitted</div>				

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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Grades 4 & 5
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% NO available Baseline Data for FCAT 2.0 for Grades 4 & 5	5%

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1					
2					

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Grade 4 Black 2 Grade 5 Black 7 Non Black 1
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%	0

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

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. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	

Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Elementary School Mathematics Goals

Middle School 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:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	By May 2013, 12% of the middle school students in grades 6, 7, and 8 will score at achievement Level 3or above in Mathematics on FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (3)	12% (8)
	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 interest and motivation	Bell-to-Bell Instruction including bell ringers, essential questions, and lesson agenda (Marzano) Instructional delivery of content using Focus Calendars (FCIM); NGSSS and blended CCSS Utilize SuccessMaker3/FCAT Explorer/Florida Achieve to target areas of difficulty for differentiated instruction. Concentrated daily practice and review using word problems Reading in the content area Acaletics implementation of all components (Quik Piks, P-reviews/Hook Strategies) with fidelity Hands-on-materials/centers to build computational, geometrical and algebraic thinking skills Application of Real-world situations to make connections with mathematical theories Oral Presentations---Hear It, See It, Say It, Feel It, Do It Strategies Bi-Weekly Assessments CWTs After-school Practice on Basic and Developmental Skills	Brenda Holt, Math Coach Sharon Paul 6th Grade Math Teacher Wendy Gee, Middle Grades Teacher Keith Dowdell, Assistant Principal Pauline West, Principal	Instructional Lesson Plans Classroom Observations (CWT) Coaching Action Plans to include student-teacher modeling	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; and SuccessMaker3 Reports CWTs Response to Coaching (Teacher Reflections)
		Students knowledge-base is far below grade-level and differs greatly (Lack student readiness)	Bell-to-Bell Instruction including bell ringers, essential questions, and lesson agenda (Marzano) Instructional delivery of content using Focus Calendars (FCIM); NGSSS and blended CCSS Utilize SuccessMaker3/FCAT Explorer/Florida Achieve to target areas of difficulty for differentiated instruction. Concentrated daily practice and review using word problems	Brenda Holt, Math Coach Sharon Paul 6th Grade Math Teacher Wendy Gee, Middle Grades Teacher Keith Dowdell, Assistant Principal Pauline West, Principal	Instructional Lesson Plans Classroom Observations (CWT) Coaching Action Plans to include student-teacher modeling	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; and SuccessMaker3 Reports CWTs Response to Coaching (Teacher Reflections)

2		Reading in the content area Acaletics implementation of all components (Quik Piks, P-reviews/Hook Strategies) with fidelity Hands-on-materials/centers to build computational, geometrical and algebraic thinking skills Application of Real-world situations to make connections with mathematical theories Oral Presentations---Hear It, See It, Say It, Feel It, Do It Strategies Bi-Weekly Assessments CWTs After-school Practice on Basic and Developmental Skills			
3	Inadequate school attendance performance; High Absenteeism	Monthly school-wide activities, incentives (including awards and rewards) for satisfactory and improved attendance	RTI Team (including District Social Worker, Guidance Counselor, and Assistant Principal) Data Entry Secretary	School-wide monitoring of all homeroom (daily bulletin) and core academic classes for attendance on a daily basis	Monthly attendance reports from district's ITS Department

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:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement

Level 4 in mathematics. Mathematics Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	By May 2013, 30% of all middle school students will make learning gains in Mathematics on FCAT 2.0 (9% increase)
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (14)	30% (19)

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Students knowledge-base is far below grade-level and differs greatly (Lack student readiness)	Bell-to-Bell Instruction including bell ringers, essential questions, and lesson agenda (Marzano) Instructional delivery of content using Focus Calendars (FCIM); NGSSS and blended CCSS Utilize SuccessMaker3/FCAT Explorer/Florida Achieve to target areas of difficulty for differentiated instruction. Concentrated daily practice and review using word problems Reading in the content area Acaletics implementation of all components (Quik Piks, P-reviews/Hook Strategies) with fidelity Hands-on-materials/centers to build computational, geometrical and algebraic thinking skills Application of Real-world situations to make connections with mathematical theories Oral Presentations---Hear It, See It, Say It, Feel It, Do It Strategies Bi-Weekly Assessments CWTs After-school Practice on Basic and Developmental Skills	Brenda Holt, Math Coach Sharon Paul, 6th Grade Math Teacher Wendy Gee, Middle Grades Teacher Keith Dowdell, Assistant Principal Pauline West, Principal	Instructional Lesson Plans Classroom Observations (CWT) Coaching Action Plans to include student-teacher modeling	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; and SuccessMaker3 Reports 2013 FCAT 2.0 Results CWTs Response to Coaching (Teacher Reflections)
2	Inadequate school attendance performance; High Absenteeism	Monthly school-wide activities, incentives (including awards and rewards) for satisfactory and improved attendance	RTI Team (including District Social Worker, Guidance Counselor, and Assistant Principal) Data Entry Secretary	School-wide monitoring of all homeroom (daily bulletin) and core academic classes for attendance on a daily basis	Monthly attendance reports from district's ITS Department
3	Lack of interest and motivation	Periodically provide classrooms with highly respected motivational speakers/presentors from workforce who able to related to students	Mathematics Instructors Mathematics Coach	Students Modeling and/or shadowing high profiled professionals gathering professional data that lead to their successes Students collected data to set own career goals using charts & graphs.	Students' profiles of professional and their own personal career paths and 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:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:		
2012 Current Level of Performance:	2013 Expected Level of Performance:	

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

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. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	By May 2013, 50% of middle grades students in the lowest 25 percentile will make learning gains in mathematics on FCAT 2.0. (baseline)
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	50% (31)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Students knowledge-base is far below grade-level and differs greatly (Lack student readiness)</td><td>Bell-to-Bell Instruction including bell ringers, essential questions, and lesson agenda (Marzano)

Instructional delivery of content using Focus Calendars (FCIM); NGSSS and blended CCSS

Utilize SuccessMaker3/FCAT Explorer/Florida Achieve to target areas of difficulty for differentiated instruction.

Concentrated daily practice and review using word problems

Reading in the content area

Acaletics implementation of all components (Quik</td><td>Brenda Holt, Math Coach

Sharon Paul 6th Grade Math Teacher

Wendy Gee, Middle Grades Teacher

Keith Dowdell, Assistant Principal

Pauline West, Principal</td><td>Instructional Lesson Plans

Classroom Observations (CWT)

FCIM Implementation

Coaching Action Plans to include student-teacher modeling</td><td>Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; and SuccessMaker3 Reports

2013 FCAT 2.0 Results

CWTs

Response to Coaching (Teacher Reflections)</td></tr>
</table>

		Piks, P-reviews/Hook Strategies) with fidelity			
1		Hands-on-materials/centers to build computational, geometrical and algebraic thinking skills			
		Application of Real-world situations to make connections with mathematical theories			
		Oral Presentations---Hear It, See It, Say It, Feel It, Do It Strategies			
		Bi-Weekly Assessments			
		CWTs			
		Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students			
		After-school Practice on Basic and Developmental Skills			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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 by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Grades 6, 7, 8 Blacks 55 Non Black 1 Total 56
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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					

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. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Need Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

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					

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Grades Elementary, Middle, and High School Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
20%	26%

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				

Algebra End-of-Course (EOC) 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 scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	By May 2013, 20% of all students taking the Algebra I EOC will score at achievement level 3. Less than 5% of students taking the Algebra I EOC as first-time takers found success. Implementation of the Acaletics Algebra I supplement and Glencoe Algebra I program has to be with fidelity for maximum success for the 2013 Algebra I EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
4% (2)	20% (9)

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 prerequisite skills and concepts for performing algebraic functions	Bell to Bell Instruction Supplement with Acaletics Algebra 1 Quik Piks and Pre-post comprehensive assessments Engage students in visual learning/models so that they can interact with mathematical concepts, process information, observe change, reflect on their experiences,	Brenda Holt, Math Coach Reginald Forehand, Secondary Math Instructor Wendy Gee, Middle Grades Teacher Keith Dowdell, Assistant Principal Pauline West, Principal	Curriculum guide and accompanying mini-assessments Acaletics components used with fidelity CWTs Coaching Action Plan FCIM implementation	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Acaletics Pre-Post Comprehensive Assessments; SuccessMaker3 Reports; FCAT Explorer and Florida Achieve 2013 Algebra 1

1		modify their thinking and draw conclusions. Have teacher teach for understanding using: the Big Ideas, which allows for alignment with the NGSSS; Problem Solving (provides opportunities to model effective thinking and reasoning strategies necessary for the EOC exam); and Differentiated Instruction (helps all students develop conceptual understanding, faster mathematical reasoning, and refine problem solving strategies). Assess for Success frequently and ensure that it is varied. Use both formative and summative assessments.(Florida Achieve) Remediate using SuccessMaker (CAI) and practice and reinforce with FCAT Explorer, Florida Achieve and the adopted textbook ancillary materials. Utilize the ETO Algebra 1 curriculum guide to pace instruction. Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students			EOC Results

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 scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal #
	3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Motivation; poor Reading and Mathematical skills; High Absenteeism	Use of Acaletics; Hook Strategies; Hands on Materials; Real World Use of Mathematical Theories; Use of Focus Calendars; Drill and Practice of factual Data; Oral Presentations, Algebra on Your Fingers; Hear It, See It, Say It, Feel It, Do It Strategies; Bi-Weekly Tests; Classroom Observation; After School Practice on Basic and Developmental Skills; and Bell Ringers	Ms. Pauline West Principal; Brenda Holt Math Coach; Mr. Forehand; Ms. Gee Algebra Instructors.	5 Problem Mini Tests; Oral Presentations; Teacher –Student Modeling; Classroom Observation	Mini Tests; Bi-Weekly Tests; Mid-Term; FCAT 2.0 Mini Tests on Skills Taught; Bi – Weekly Tests; Classroom Observation

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) 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 scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	By May 2013, 20% of all students taking the Geometry EOC will score at achievement level 3. Implementation of the FCAT Explorer/Florida Achieve on-line curriculum for Geometry and the Pearson's Geometry program has to be with fidelity for maximum success for the 2013 Geometry EOC assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0)	20% (5)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of prerequisite skills and concepts for performing algebraic functions	Bell to Bell Instruction Engage students in visual learning/models so that they can interact with mathematical concepts, process information, observe change, reflect on their experiences, modify their thinking and draw conclusions. Have teacher teach for understanding using: the Big Ideas, which allows for alignment with the NGSSS; Problem Solving (provides opportunities to model effective thinking and reasoning strategies necessary for the EOC exam); and Differentiated Instruction (helps all students develop conceptual understanding, faster mathematical reasoning, and refine problem solving strategies). Assess for Success frequently and ensure that it is varied. Use both formative and summative assessments.(Florida Achieve) Remediate using SuccessMaker (CAI) and practice and reinforce with FCAT Explorer, Florida Achieve and the adopted textbook ancillary materials. Utilize the ETO	Brenda Holt, Math Coach Reginald Forehand, Secondary Math Instructor Keith Dowdell, Assistant Principal Pauline West, Principal	Curriculum guide and accompanying mini-assessments CWTs Coaching Action Plan FCIM implementation	Data Analysis from Mini-Assessments; District's Baseline, Mid-Term and End of Year Assessments; Assessments; SuccessMaker3 Reports; FCAT Explorer and Florida Achieve 2013 Geometry EOC Results

		Geometry curriculum guide to pace instruction. Use FCIM as a capacity-building approach to focus on providing data-driven instruction for all students			

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 scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Need Data
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	0

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

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

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

| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry.

Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

| 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.

Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

End of Geometry EOC Goals

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM Overview	All Subject Areas 4-12	Principal	All Subject Area Teachers	August 13, 2012 Initial October 22, 2012 Follow-up	CWTs and Lesson Plans	All Academic Coaches Principal Assistant Principal
CPALMS – Florida's Platform for educators to Collaborate, Plan, Align, Learn, Motivate and Share - Training --- to provide a resource for assistance with effective implementation Florida's standards (both NGSSS and CCSS) and course content and professional development in a self-paced format	All subject areas 4-12	Principal Assistant Principal Academic Coaches	All Teachers	October 22 - December 31, 2012	Lesson Plans CWTS	Principal Assistant Principal Academic Coaches
Understanding and preparing students for Algebra I and Geometry	Mathematics Grades 8, 9, and 10	Principal Assistant Principal Mathematics Coach	All Mathematics Teachers	October 22 - December 31, 2012	CWTs and Lesson Plans Teacher reflections on level of student engagement and	Principal Mathematics Coach

EOC assessments		ETO Mathematics Specialist			readiness for instruction (effectiveness)	
Literacy Across the Curriculum – Use text complexity, close reading, comprehension instruction sequence, and vocabulary development in mathematics classes to improve reading and writing	Mathematics 4 - 12	Principal Dr. T. Madge, Consultant Reading Coach ETO Reading Specialist	All Mathematics Teachers	October 22, 2012 Intial Follow-up Ongoing throughout May 2012	CWTs and Lesson Plans Teacher reflections on level of student engagement and change in academic performance (effectiveness)	Principal Dr. T. Madge, Consultant Reading Coach ETO Reading Specialist
Performance Matters training to support data-driven instructional decisions	All subject areas 4-12	District Staff	All Teachers	October 2012 - May 2013	Data Reports shared through Data Chats with Administrators and Students (Parent Conferences) Instructional Delivery (CWTs and lesson plans)	Principal Mathematics Coach ETO Mathematics Specialist Assistant Principal
Best Teaching Practices http://www.startwithsucces Developing a Classroom Climate Reinforcing Effort and Providing Recognition Teacher Expectations Homework and Practice	All subject areas 4-12 grade	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach	All Teachers 4-12	October 22, 2012 - May 31, 2013	CWTs and Lesson Plans Reflection Journals	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach
Literacy and Reading http://www.startwithsucces Reading Strategies for Middle and Secondary Teachers Vocabulary Development Three Interactive Elements of Reading Motivating Materials and Strategies for Readers Using Environmental Print; Gathering Environmental Print;	All subject areas 4-12 grade	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach	All Teachers 4-12	October 22, 2012 - May 31, 2013	CWTs and Lesson Plans Reflection Journals	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach

Environmental Print in 4-8; Environmental Print in 9-12; and Issues Surrounding the Use of Environmental Print						
Differentiating Instruction http://www.startwithsucces Implementing Differentiated Instruction; K-6 Strategies: I; K-6 Strategies: II; 7-12 Strategies: I; 7-12 Strategies: II	All subject areas 4-12 grade	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach	All Teachers 4-12	October 22, 2012 - May 31, 2013	CWTs and Lesson Plans Reflection Journals	Principal Assistant Principal Mathematics Coach Reading Coach Science Coach
Acaletics with Fidelity	Mathematics 4-9	Acaletics Consultant Mathematics Coach	Mathematics Grades 4 - 9	October 22, 2012 - May 31, 2013	CWTs and Lesson Plans Models (charts, graphs, tables, spreadsheets, etc. of data analysis)	Principal Mathematics Coach Acaletics Consultant
Using Data to Make Decisions - A self-directed course to learn about techniques for collecting and analyzing data that does not require complex mathematics. Participants will get lesson plans, practice exercises, links to relevant articles, and case studies of teachers who are using data in their classrooms. PD is based on the continuous improvement cycle of Plan, Do, Study, and Act. (Florida Center for Instructional Technology - http://fcit.usf.edu/data/inde	All Subject Areas 4 - 12	Principal	All Teachers	October 22 - December 31, 2012	CWTs and Lesson Plans FCIM Implementation Models (charts, graphs, tables, spreadsheets, etc. of data analysis)	Principal All Academic Coaches
Multimedia in the Classroom: Engaging Students - PD focuses						

on using multimedia in the classroom as tools to help students visualize, synthesize, convey, and construct knowledge. This course will be used in a PLC forum. (Florida Center for Instructional Technology - http://fcit.usf.edu/multimed	All Subject Areas 4 - 12	Principal	All Teachers	October 22 - December 31, 2012	CWTs and Lesson Plans Teacher reflections on level of student engagement (effectiveness)	Principal All Academic Coaches

---

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Literacy Across the Curriculum – Use text complexity, close reading, comprehension instruction sequence, and vocabulary development in mathematics classes to improve reading, writing and communicating.	Face to Face Training with Follow-up through CWT To provide training, strategies and evidence supporting the need for an intensive literacy campaign in middle grades and high schools. The goal of this PD is to show participants how they can mount a successful campaign resulting in more literate graduates with a greater chance of completing postsecondary education and qualifying for well-paying jobs with promising futures.	Title II Title I	$2,000.00
		Subtotal:	$2,000.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Performance Matters training to support data-driven instructional decisions	Performance Matters provides an integrated student assessment, data management and teacher effectiveness platform that supports the information needs of today's teachers, school system leaders, students and parents. Using Performance Matters, all stakeholders in the educational process have ready access to the information and resources they need to sustain student learning and instruction.	Technology Funds	$0.00
Multimedia in the Classroom: Engaging Students	PD focuses on using multimedia in the classroom as tools to help students visualize, synthesize, convey, and construct knowledge. This course will be used in a PLC forum. (Florida Center for Instructional Technology - http://fcit.usf.edu/multimedia/index.html)	Title II Title I	$500.00
		Subtotal:	$500.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Best Teaching Practices http://www.startwithsuccess.com Developing a Classroom Climate Reinforcing Effort and Providing Recognition Teacher Expectations Homework and Practice	Self-Paced Training for All Teachers	Title II Title I	$500.00
Literacy and Reading http://www.startwithsuccess.com Reading Strategies for Middle and Secondary Teachers Vocabulary Development Three Interactive Elements of Reading Motivating Materials and Strategies for Readers Using Environmental	Self-Paced Training for All Teachers	Title II Title I	$500.00

Print; Gathering Environmental Print; Environmental Print in 4-8; Environmental Print in 9-12; and Issues Surrounding the Use of Environmental Print			
Differentiating Instruction http://www.startwithsuccess.com Differentiating Instruction: Meeting Students Where They Are – PD explores learning style, language proficiency, background knowledge, readiness to learn, and other factors that impact success for all in the classroom. Participants will be challenge to structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Implementing Differentiated Instruction; K-6 Strategies: I; K-6 Strategies: II; 7-12 Strategies: I; 7-12 Strategies: II	Self-Paced Training for All Teachers (As scheduled and as needed)	Title II Title I	$500.00
Using Data to Make Decisions	A self-directed course to learn about techniques for collecting and analyzing data that does not require complex mathematics. Participants will get lesson plans, practice exercises, links to relevant articles, and case studies of teachers who are using data in their classrooms. PD is basedContinuous Improvement Cycle of Plan, Do, Study, and Act. (Florida Center for Instructional Technology - http://fcit.usf.edu/data/index.html	Title II Title I	$500.00

Subtotal: $2,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
Florida Test Ready	Florida Ready Mathematics covers Geometry and Measurement, Number and Operations, Algebra, Data Analysis, and Probability. It also provides support to help all educators successfully implement the program, from paraprofessionals to experienced teachers; suggested pacing charts and detailed lesson plans; at a Glance sections, which provide a short overview of each concept; step by step sections, which provide background material and scripting; and special ELL support, mini lessons, and real world examples, which extend the classroom learning opportunities.	Title I	$2,000.00
Standards Plus for Mathematics	Our Mathematics materials address the following Common Core Domains: Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry. Standards Plus Algebra 1 Support provides daily lessons and weekly assessments written directly to the Algebra 1 standards with scaffolded support lessons. The scaffolded lessons ensure that students receive the support they need to be successful with Algebra 1 skills and concepts. The Mathematics Intervention System lessons provide scaffolded instruction in four major topics: Fractions, Decimals, & Numbers; Computing & Problem Solving; Algebraic Operations & Problem Solving; and Measurement, Geometry, Statistics, & Probability. The scaffolds begin at the fourth grade level and build to eighth grade level competency. These lessons are unique to our Daily Model lessons, are based on the Direct Instruction Delivery model.	Title I	$5,500.00

Subtotal: $7,500.00

Grand Total: $12,000.00

Elementary and Middle School 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:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	By May 2013, 25% of CPA elementary/middle school students will score a Level 3 in Science on FCAT 2.0. (21% increase) Less than 5% of students school-wide (economically disadvantaged and African-American specifically) tested performed at proficiency in the content areas of Nature of Science, Physical Science, Life Science, Earth and Space Science as measured by FCAT Science 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5th and 8th Grades 4% (1)	5th and 8th 25% (9)

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 attendance	Follow -up communications with parents	Science Teachers RtI Team Assistant Principal	Attendance Plan and RTI Data	Teacher Call logs Communications with RtI team Referrals to District Social Worker, Rolando Jackson
2	Lack of prerequisite skills.	Teachers will follow Curriculum Map/Instructional Focus Calendar ensure that benchmarks are taught and re-teaching strategies are in place. (FCIM and ETO Curriculum Guides)	Yasmeen Leon, Science Coach and Teacher Miraflor Buscaino, Science Teacher Principal	Administration will monitor the implementation of the curriculum map and focus calendar through classroom observations. CWTs/FCIM Implementation	District Science assessments for 5th, 8th, and Biology students (Baseline, Mid-year, and End of Year); School progress monitoring assessments 2013 FCAT Science Assessments for 5th and 8th grade 2013 Biology EOC

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:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

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

Florida Alternate Assessment High School Science Goals

When using percentages, include the number of students the percentage represents next to the percentage (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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Biology End-of-Course (EOC) 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 scoring at Achievement Level 3 in Biology. Biology Goal #1:	By May 2013, 25% of CPA Biology students will score a Level 3 in Science on FCAT 2.0. (Baseline) State mean score was 50 on 2012 EOC assessment; CPA students had a mean scale score of 40. Students struggled with Biology EOC assessed content basically because they lack the necessary vocabulary acquisition and were below grade level in reading comprehension. Tasks involving comparing, differentiating, relating structure and functions, identifying supporting evidence, analyzing, evaluating impact, and determining conditions, also posed great challenges.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Baseline will be established. Of the 11 tenth grade students tested: 0% scored at level 3; 38% scored at level 2 (4 students).	10th grade - 25% (6 of 22 students)

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	1)Acquisition of lab supplies to sustain and deliver inquiry based lab experiences.	1) District purchase lab supplies for Biology Labs	1)District Race To The Top Coordinator	1) Tracking of completed lab experiments via student portfolios	1)Baseline Science Data Classroom leveled laboratory reports
2	2)Limited student use of computer based science experiences	2)Students will use FCAT Science Explorer for both remediation and enrichment	2)Science teachers Computer Lab Proctor	2) Examination of Lesson Plans Review of Computer logs	2)Collection of reports from Science FCAT Explorer by Science Coach
3	3) Limited incorporation of scientific vocabulary within classroom between student to teacher as well as between student to student	3)Science teachers will incorporate essential science vocabulary in each topic covered by their curriculum and display words on word wall	3)Science teachers Assistant Principal	3) Examination of lesson plans Classroom walkthroughs	3)Teacher observations Coach Logs
4	4)Limited understanding and application of the Nature of Science skills	4)Science teachers will incorporate experimental design, theoretical concepts and scientific method via investigations (Strand H) across the curriculum	4)Science Coach Science Teachers	4) Examination of lesson plans Classroom walkthroughs Use of Focus Calendars	4)Student work samples Lab reports
5	5) Student lack knowledge and meaning of assessment process in relations to understanding their ranking on FCAT, EOCs and Classroom assessments	5)Science Teacher will use personalized Data Chats as a means to encourage and advise students on their performances	5)Science Coach Assistant Principal	5) Lesson Plans Classroom Walkthroughs Student tracking of their Assessment Data	5)Improved classroom and FCAT mini assessment performance Monitoring of Data to determine students' progress
	6)Students are accustomed to	6)Differentiate science instruction with the	6)Science teachers	6) Lesson Plans	6)Classroom Walkthroughs

6	instruction delivery primarily with worksheets	use of technology and documentation of common core standards	Assistant Principal	Classroom Walkthroughs	School and district level assessments 2013 Biology EOC results
7	7) Undeveloped literacy skills; Poor spelling and reading skills	Incorporation of reading strategies to improve spelling and reading abilities.	7)Science teachers Science Coach	7) Use of reading focused ancillary and progress monitoring materials which were purchased with textbook system.	7) School and district level assessments scores Student Portfolios

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 scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating Instruction http://www.startwithsuccess.com Implementing Differentiated Instruction; K-6 Strategies: I; K-6 Strategies: II; 7-12 Strategies: I;	Science 4-12 Teachers	Science Coach Principal	All Science Teachers	October 22, 2012 - May 31, 2013	Reflective Journals Peer Debriefing Classroom Observations	Principal Science Coach

7-12 Strategies: II						
Using Data to Make Decisions - A self-directed course to learn about techniques for collecting and analyzing data that does not require complex mathematics. Participants will get lesson plans, practice exercises, links to relevant articles, and case studies of teachers who are using data in their classrooms. PD is based on the Continuous Improvement Cycle of Plan, Do, Study, and Act. (Florida Center for Instructional Technology - http://fcit.usf.edu/data/index.html	Science 4- 12	Science Coach Principal	All Science Teachers	October 22 - December 31, 2012	CWTs and Lesson Plans FCIM Implementation Models (charts, graphs, tables, spreadsheets, etc. of data analysis)	Principal Science Coach
Literacy and Reading http://www.startwithsuccess.com Reading Strategies for Middle and Secondary Teachers Vocabulary Development Three Interactive Elements of Reading Motivating Materials and Strategies for Readers Using Environmental Print; Gathering Environmental Print; Environmental Print in 4-8; Environmental Print in 9-12; and Issues Surrounding the Use of Environmental	Science 4-12	Science Coach Principal	All Science Teachers	October 2012 - May 2013 (Self-paced Training)	1. Reflective Journal 2. Peer Debriefing 3. Classroom Observations	Principal Science Coach

Print

Strategy	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM Overview	Science 4-12	Principal	All Science Teachers	August 13, 2012 Initial October 22, 2012 Follow-up	Lesson Plans CWTS	Principal Science Coach Assistant Principal
Literacy Across the Curriculum – Use text complexity, close reading, comprehension instruction sequence, and vocabulary development in mathematics classes to improve reading and writing	Science 4-12	Principal Dr. T. Madge, Consultant Reading Coach ETO Reading Specialist	All Science Teachers	October 22, 2012 Intial Follow-up Ongoing throughout May 2013	CWTs and Lesson Plans Teacher reflections on level of student engagement and change in academic performance (effectiveness)	Principal Dr. T. Madge, Consultant Reading Coach ETO Reading Specialist
Performance Matters training to support data-driven instructional decisions	All Areas 4-12	District Team	All Teachers 4-12	October 2012 - May 2013	Data Reports shared through Data Chats with Administrators and Students (Parent Conferences) Instructional Delivery (CWTs and lesson plans)	Principal Science Coach Assistant Principal
CPALMS – Florida's Platform for educators to Collaborate, Plan, Align, Learn, Motivate and Share - Training --- to provide a resource for assistance with effective implementation Florida's standards (both NGSSS and CCSS) and course content and professional development in a self-paced format	Science 4-12	Science Coach Principal	All Science Teachers	October 2012 - May 2013	Lesson Plans CWTS	Principal Science Coach Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
	Online interactive math and science simulations that power inquiry and understanding of content and concepts for students in grades 3-12.		

Gizmos Program	Program includes inquiry-based lessons, assessment & reporting; correlation to all State Standards and leading textbooks; and teacher home pages for classroom management.	Title I	$5,000.00
			Subtotal: $5,000.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Overview and Implementation Individual Benchmark Specifications for Biology End-of-Course Assessment and the FCAT 2.0 Science Assessment for Grade 8	Biology End-of-Course and Assessment and FCAT 2.0 Science Assessment for Grade 8 Test Item Specifications (FLDOE)	Title I	$1,000.00
Item Difficulty and Cognitive Complexity of Biology End-of-Course and FCAT 2.0 Science Grade 8 Assessments(FLDOE) Assessment Test Items	Biology End-of-Course and Assessment and FCAT 2.0 Science Assessment for Grade 8 Test Item Specifications (FLDOE)	Title I	$1,000.00
			Subtotal: $2,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,000.00

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:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase the percentage of students scoring at level 3 and higher by 9% at 10th grade level, 11% at 8th grade level, and 100% at 4th grade level
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(9) 10th grade 29%(8) 8th grade 0%(0) 4th grade	46% () 10th grade 35%() 8th grade 50%() 4th grade

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	1.1 In addition to the elements of focus, organization, support, and conventions described in the FCAT 2.0 writing rubrics, scoring decisions now include increased attention to the correct use of standard English conventions (scoring previously applied with	1.1a Use FCAT 2.0 resources and Write Score data to differentiate instruction to meet the needs of all students 1.1b Focus instruction on teaching students the various forms of writing, organizational patterns and the transitional	1.1 Principal Reading Coach ETO Specialist Sharon Paul, 6th GR. Bridget Butler, 4th - 5th GR. Pearl Davis, Middle Grades Steve Aggelis, High School	1.1 1. Write Score Timed Writing Administrations on a quarterly basis for grades 4-12 2. Marzano CWT	1.1 Write Score Assessment Responses and Results Marzano CWT Evaluation Results

		leniency) and to the quality of details; the quality of the support depends on word choice, specificity, depth, relevance, and thoroughness; required use of relevant, logical, and plausible support.	devices while simultaneously providing the "how-to-respond" to FCAT 2.0 Writing prompts according to the DOE's rubrics and expectations.			
	2	1.2 Beginning in 2013, students will have 60 minutes to respond to the writing prompt instead of 45 minutes.	1.2 Instruct and have students to model the following expectation through scheduled Mock FCAT 2.0 Writing administrations (quarterly) for grades 4-12: For the 60-minute timed writing assessment, students are expected to read the prompt independently and to plan the response according to the topic and purpose for writing (grade 4 narrative or expository, grades 8 and 10 persuasive or expository). After planning, the student should draft the response while using a continual process of revision, checking to be sure that the writing is clear and effective. Finally, the student should proofread and edit for the correct use of standard English conventions.	1.2 Principal Reading Coach All ELA and supporting core/elective area teachers	1.2 1.Write Score Timed Writing Administrations on a quarterly basis for grades 4-12	1.2 Write Score
	3	1.3 Lack of training using the FCAT 2.0 Writing Calibration Scoring Guides, 2012 FCAT Writing Anchor Sets, and 2012 FCAT Writing Exemplar Sets that are currently being used to provide a basis for scoring decisions for FCAT 2.0 Writing through 2014.	1.3 Professional development in scoring writing responses and using the 2012 FCAT Writing Anchor Sets which are aligned to the FCAT 2.0 Writing Calibration Scoring Guides, along with the 2012 FCAT Writing Exemplar Sets. (The responses in each anchor set are based on the prompts that were administered in 2012 and provide an understanding of student scores for narrative (grade 4) and persuasive (grades 8 and 10) writing purposes.)	1.3 Principal Reading Coach ETO Specialist Assistant Principal	1.3 Evaluation,Response, and Implementation of training from the FCAT 2.0 Writing Workshop as evidenced through CWTs	1.3 Scored results of classroom writing assignments prior to and after administration of Write Score Assessments
	4	1.4 Alignment of Next Generation Sunshine State Standards (NGSSS) and Florida's implementation plan of the Common Core State Standards (CCSS) in English Language Arts to the Florida writing assessment	1.4 As part of the instructional focus for grades 4-12 in 2012-2013, include continuous training and implementation of PD to include the transition and blending of the appropriate NGSSS with the CCSS (which	1.4 Principal ELA Department ETO Reading Specialist	1.4 Observation of teachers' level of use in integrating activities that clearly demonstrate knowledge and implementation of standards throughout their lesson plans and instructional delivery	1.4 Lesson plans and Marzano CWTs

	describe what students should know and be able to do in writing) to ensure preparation for at-risk students for upcoming FCAT 2.0 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:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Using the FCAT 2.0 Writing Calibration Scoring Guides, 2012 FCAT Writing Anchor Sets, and 2012 FCAT Writing Exemplar Sets	Grades 4-12	Reading Coaches and ETO Reading Specialists	School-wide	District-wide inservice day; early release days	Administration and Coaching Team CWTs for implementation and effective use of training and strategies; review of scored samples from classroom students	Administration, Reading Coach and ETO Reading Specialist
FCAT 2.0 Writing Workshop with alignment of Next Generation Sunshine						

	Grade 4-12	Reading Coaches and ETO Reading Specialists	School-wide	District-wide inservice day; early release days; in lieu of regularly scheduled faculty meeting	Administration and Coaching Team CWTs for implementation and effective use of training and strategies; review of scored samples from classroom students	Administration, Reading Coach and ETO Reading Specialist
State Standards (NGSSS) and Florida's implementation plan of the Common Core State Standards (CCSS) in English Language Arts to the Florida writing assessment						

Writing Budget:

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

Strategy	Description of Resources	Funding Source	Available Amount
Schedule Mock FCAT 2.0 Writing administrations (quarterly) using Write Score assessments for grades 4-12	School Writing Assessment administered thoughout year through core academic and elective area classes	Title 1	$2,000.00
			Subtotal: $2,000.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Use of Glencoe Essay Grader for on-line response practice	The Glencoe Online Essay Grader offers valuable online instruction and reporting tools to track and improve student writing and assessment performance. It provides Individualized automatic scoring, presents narrative feedback and a holistic score as well as six trait scores six-point scale.	Textbook Allocation	$0.00
			Subtotal: $0.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
FCAT 2.0 Writing Workshop which includes Scoring Training; The Research Base for Writing Instruction K-12; Real World Writing Purposes; Approaching a Topic – the Power of Modeling, Choosing a Topic; Participant Writing Experience; Revision, RADaR (Replace, Add, Delete and Reorder) – Modeling; Participants Revising Their Pieces and Sharing	The FCAT 2.0 Writing Calibration Scoring Guides, 2012 FCAT Writing Anchor Sets, and 2012 FCAT Writing Exemplar Sets that are currently being used to provide a basis for scoring decisions for FCAT 2.0 Writing through 2014 (FLDOE Training Materials)	Title I and SIG	$1,000.00
			Subtotal: $1,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Writing Goals

Civics End-of-Course (EOC) 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:

		By spring 2013, 35% (6/17) of seventh grade students will scored at achievement level 3 or above on the Civics EOC assessment.
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:		For success, civics curriculum: 1) should be placed in a real-world context unless otherwise noted in the individual benchmark specifications. The context should lead the student cognitively to the question. 2) or any other subject-area curriculum that's of moderate and high cognitive complexity pose a challenging level difficulty for at-risk students who are currently performing below proficiency (96%) 3) should use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a subject-area reading selection.
2012 Current Level of Performance:		2013 Expected Level of Performance:
N/A		35% (6) Baseline

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	1.1 This is the first state assessment students must pass in middle school for promotion to ninth grade. The Florida Department of Education civics curriculum includes four strands: American history, civics-government, geography and economics of which students are not characteristically exposed to nor taught prior to grade 8.	1.1 Assure that students are adequately prepared for assessment by extending new curriculum into the mid-elementary school years and incorporate the new civics curriculum into middle school beginning at the sixth grade level (one quarter to one semester prior to promotion to seventh grade) to reduce the potential of a high rate of retentions.	1.1 District Instructional Team Principal and Leadership Team	Social Studies Curriculum Guides (Development, Implementation and Progress Monitoring through the use of District and School-base assessments)	District and School-based assessments specifically social studies and civics grades 3-8

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 scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Overview and Implementation Individual Benchmark Specifications for Civics End-of-Course Assessment	All Social Studies Teacher Grades 4-8	Administrators and Academic Coaches	All Teachers (Academic and Elective Areas)	October 2012 - May 2013	Lesson Plans Instructional Focus Lessons CWTs	Administrators and Academic Coaches
Webb's Depth of Knowledge (DOK) levels	All Subject Areas and Grades 4 - 12	Administrators and Academic Coaches	All Teachers (Academic and Elective Areas)	October 2012 - May 2013	Lesson Plans Instructional Focus Lessons CWTs	Administrators and Academic Coaches
Item Difficulty and Cognitive Complexity of Civics End-of-Course Assessment Test Items	All Social Studies Teacher Grades 4-8	Administrators and Academic Coaches	All Social Studies Teacher Grades 4-8	October 2012 - May 2013	Lesson Plans Instructional Focus Lessons CWTs School and District Assessments 2013 Civics EOC Results	Administrators and Academic Coaches

---

Civics 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
Overview and Implementation			

Individual Benchmark Specifications for Civics End-of-Course Assessment	Civics End-of-Course Assessment Test Item Specifications (FLDOE)	Title I	$500.00
Item Difficulty and Cognitive Complexity of Civics End-of-Course Assessment Test Items	Civics End-of-Course Assessment Test Item Specifications and CCSS(FLDOE)	Title I	$500.00
Webb's Depth of Knowledge (DOK) levels	Academic Coaches and ETO Reading Specialist	Title 1	$1,000.00
			Subtotal: $2,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Civics Goals

U.S. History End-of-Cource (EOC) 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 scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	By spring 2013, 23% (5/21) of eleventh grade students will scored at achievement level 3 or above on the U. S. History EOC assessment. For success, the U. S. History curriculum: 1) should be placed in a real-world context unless otherwise noted in the individual benchmark specifications. The context should lead the student cognitively to the question. 2) or any other subject-area curriculum that's of moderate and high cognitive complexity pose a challenging level difficulty for at-risk students who are currently performing below proficiency (96%) 3) should use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a subject-area reading selection.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	23% (5) Baseline

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
	The Grades 9–12 American History course consists of the following content area strands: American History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of American history from Reconstruction to the present day. Students should be exposed to	Assure that students are adequately prepared for assessment by extending new curriculum into the middle school years and incorporate the U. S. History curriculum into middle school beginning at the sixth grade level (one quarter to one semester prior to promotion to seventh	District Administrators Principal and Leadership Teams	Social Studies Curriculum Guides (Development, Implementation and Progress Monitoring through the use of District and School-base assessments)	District and School-based assessments specifically U. S. History 2013 U. S. History EOC Results

1	the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events, which occurred before the end of Reconstruction as well. The scope and sequence of courses for 6-12 students should seamlessly include curriculum that address the above so that the focus is not limited to content but reading proficiency as well.	grade) to reduce the potential of a high rate of retentions.

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 scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

and Implementation Individual Benchmark Specifications for U. S. History End-of-Course Assessment	All Social Studies Teacher Grades 9-12	Administrators and Academic Coaches	All Teachers (Academic and Elective Areas)	October 2012 - May 2013	Lesson Plans Instructional Focus Lessons CWTs	Administrators and Academic Coaches
Webb's Depth of Knowledge (DOK) levels	All Subject Areas and Grades 4 - 12	Administrators and Academic Coaches	All Teachers (Academic and Elective Areas)	October 2012 - May 2013	Lesson Plans Instructional Focus Lessons CWTs	Administrators and Academic Coaches
Item Difficulty and Cognitive Complexity of U. S. History End-of-Course Assessment Test Items	All Social Studies Teacher Grades 4-12	Administrators and Academic Coaches	All Social Studies Teacher Grades 4-12	October 2012 - May 2013	Lesson Plans Instructional Focus Lessons CWTs School and District Assessments 2013 U. S. History EOC Results	Administrators and Academic Coaches

U.S. History 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
Overview and Implementation Individual Benchmark Specifications for U. S. History End-of-Course Assessment	U. S. History End-of-Course Assessment Test Item Specifications (FLDOE)	Title I	$500.00
Item Difficulty and Cognitive Complexity of U. S. History End-of-Course Assessment Test Items	U. S. History End-of-Course Assessment Test Item Specifications and CCSS(FLDOE)	Title I	$500.00
Webb's Depth of Knowledge (DOK) levels	Academic Coaches and ETO Reading Specialist	Title 1	$1,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of U.S. History EOC 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:	2011 Current Attendance Rate was 85.71%; 2012 showed a 2.19%. 2011 Current Number of Students with Excessive Absences was 46; 2012 showed a 78% increase. 1) By July 2013, CPA will improve its average attendance rate by 1%, including each of the following subgroups: Black, non-Hispanic, Hispanic, and White. 2) By July 2013, CPA 2012-2013 excessive absences records will reflect a 10% reduction in the percentage of students with 10 or more absences. 3) By July 2013, CPA 2012-2013 excessive tardies records will reflect a 10% reduction in the percentage of students with 10 or more tardies.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
83.52 % ADA 83.955% - Black, Non-Hispanics 77.500% - Hispanics 100.00% - Multi-racial 0.00% - Causasian (0% of students were classified as Causasians)	84.52% ADA 84.955% - Black, Non-Hispanics 78.500% - Hispanics 100.00% - Multi-racial 100.00% - Causasian (As of Survey 2, three Causasians are currently enrolled in school.)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
124	111
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
00	00

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	Out of School Suspensions	School will continue partnerships with outside agencies (Serenity, Inc., Disc Village, CCYS, Apalachee Mental Health, Gadsden Juvenile Court System, Teen Court, and DJJ) as an intervention for deterring and reducing the number of out of school suspensions.	Behavior Specialists Guidance Counselor Assistant Principal Principal	Make and follow up on referrals to outside agencies (especially those that provide counseling services) for assistance when students receive out of school suspensions.	Monthly Suspension Reports Follow up and counseling (intervention) services upon return to school.
	Excessive Absences (Truancy)	1. Closely monitor all students who have excessive absences. The teachers and guidance counselor will be contacting those students' parents to encourage them to get those students to school or help to resolve any issues.	Teachers Behavior Specialists Assistant Principal Guidance Counselor Data Entry and Discipline Secretary Probation Officers	Adherence to District Attendance Policy and Referral Process (teacher, counselor and administrative interventions complete prior to referral to social worker) 2. Follow-up on referrals to outside agencies for assistance	Monthly Attendance Reports Attendance Referrals to Social Worker (cases reported and resolved) Cases referred and resolved by

| | | 2. School will continue partnerships (Disc Village, Gadsden Juvenile Court System, Teen Court, and DJJ) with outside agencies as an intervention for enforcing attendance policy and deterring truancy. | Teen Court Coordinator District Social Worker Principal | with students with chronic absenteeism | Court System including DJJ and Teen Court with the assistance of outside agencies and the district |
| 2 | | 3. Behavioral specialist (s) work closely with the Guidance Counselor and Assistant Principal to monitor student absents. Follow-up calls will be made to parents when students have been found in violation, especially if they have been court or school board ordered or to attend. | | | |

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
1. District Absentee and Truancy Policy (Student Code of Conduct) 2. Classroom Management to include accurately reporting absentees, tardies, and/or truancy 3. School-wide Discipline Plan to include Bullying 4. School-wide Positive Behavior Support/Response to Intervention (MTSS) 5. Partnerships, Roles, Responsibilities, and Referral Process with	All Subject Areas Grades 4-12	1. Assistant Principal 2. Principal, Assistant Principal, Dr. T. Madge, Consultant, and Data Entry Secretary 3. MTSS formally RTI/PBS Team 4. MTSS formally RTI/PBS Team 5. Behavior Specialist, Counselor, and Assistant Principal	All Subject Areas Grades 4-12 school-wide	August 2012 - May 2013	Sign-in Rosters for In-service Participation in PLCs and PD Monthly Reports reflecting reduction in truancy rates.	MTSS Team which includes the Administration (Multi-tiered System of Supports)

Outside Agencies to assist with truancy and suspension issues.						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
School-wide Positive Behavior Support/Response to Intervention (MTSS)	Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.	Title I	$1,000.00
			Subtotal: $1,000.00
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
Classroom Management to include an overview of the Marzano evaluation process and accurately reporting absentees, tardies, and/or truancy	Marzano Teacher Evaluation Handbook Harry and Mary Wong, First Day of School Modules	Title I	$2,000.00
			Subtotal: $2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

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	1. One hundred fifty-seven (157) students were suspended during school year 2011 and 103 were suspended for school year 2012 which is a reduction of 54 students. This equates to a 34% decrease for school year 2012. 2. There were 530 suspensions for school year 2011 and 337 for school year 2012 which is a reductions of 193 suspensions. This equates to a 36% decrease for school year 2012.
Suspension Goal #1:	By July 2013, CPA suspension records will reflect a 20% reduction in the percentage of students receiving out of school suspensions. By July 2013, CPA suspension records will reflect a 20% reduction in the percentage of out of school suspensions.

				By July 2013, CPA suspension records will reflect 50% or less of its students receiving in-school suspensions.

2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
School did not have an ISSP during 2011-2012.	> 125
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
School did not have an ISSP during 2011-2012.	> 92
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
337	269
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
103	82

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 failing to take responsibility for actions and/or inappropriate behaviors, e.g. anger, profanity, disrespect to adults, fighting, etc.	Provide self discover/counseling services through our partners and outside agencies (goal setting, making positive decisions, conflict resolution, peer mediation, and character education) for students who are repeatedly being suspended.	MTSS Team, Parent and Community Involvement Services, District Social Worker and Homeless Coordinator, Faculty and Staff, School Resource Officer, Outside Agencies (Disc Village, CCYS, Apalachee Mental Health, Serenity, Inc.)	Referrals will be made to the appropriate intervention agency or partner for each student that receives 1 or more out of school suspension and/or prior to recommendation for a hearing that may or may not lead to expulsion.	Suspension and Attendance Reports Student Referrals (especially multiple suspensions for ISS or OSS) Requests for and Acceptance into a counseling program on- or off- campus.
2	Implementation a set of core values or strategies that students will adhere to so that they do their utmost to never be suspended again.	Provide for prevention of and education in the following areas A. Unwanted physical or verbal aggression: sexual harassment B. Forms of bullying (especially cyber-bullying), in school and on school grounds, and on school vehicles (school buses). C. Character building	MTSS Team, Dr. T. Madge, Consultant; Parent and Community Involvement Services, District Social Worker and Homeless Coordinator, Faculty and Staff, School Resource Officer, Outside Agencies (Disc Village, CCYS, Apalachee Mental Health, Serenity, Inc.)	Monthly suspension reports from district will be monitored to determine if strategies being implemented are effective. Also, school's MTSS team, SRO, and Administration will meet quarterly to monitor and/or modify strategies as recommended.	Suspension and Attendance Reports Student Referrals (especially multiple suspensions for ISS or OSS) Requests for and Acceptance into a counseling program on- or off- campus. Training and workshop records from consultants.

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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
1A. School safety and crisis intervention training for faculty and staff 1B. Core values and behaviors workshops for students	All subject areas, grades 4-12	Dr. T. Madge, Consultant	School-wide (CPA, HOPE Academy, and Bold Steps)	Beginning October 22, 2012-2013 and ending by May 31, 2013 (Early Release and Teacher Planning Days)	Observation of implementation of training by Administration and Consultant	Administration and Consultant
2. Positive Behavior Support Program and Response to Intervention Training (MTSS)	All subject areas, grades 4-12	MTSS Team	School-wide (CPA, HOPE Academy, and Bold Steps)	Beginning October 22, 2012-2013 and ending by May 31, 2013 Tuesdays (2nd and 4th) Faculty/Staff Professional Development Days	Observation of implementation of training by Administration and Consultant Quarterly Monitoring of Suspension Reports both ISS and OSS	Administration and MTSS Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support Program and Response to Intervention Training (MTSS)	Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.	Title I Dropout Prevention	$0.00
Creating a Safe and Respectful Environment in our Nation's Classroom	This training toolkit is made up of two modules that address bullying in classrooms. Specifically, it is designed to assist teachers in cultivating meaningful relationships with students while creating a positive climate in the classroom.	USDOE	$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
	This nonviolent safety and crisis intervention training is designed to teach best practices for managing difficult situations and disruptive behaviors. Participants		

School safety and crisis intervention training for faculty and staff	learn how to identify at-risk individuals and use nonverbal and verbal techniques to defuse hostile or belligerent behavior. They also learn how to control their fear and anxiety in a crisis situation or avoid injury when a crisis situation becomes physical.	Title I	$1,000.00
Core values and behaviors workshops for students	Consultant will work with students to create an effective school culture that promotes improved learning for all students. Presenter will also identify a set of core values and beliefs about learning that will function as explicit foundational commitment for both students and the school. Once established, the core values, beliefs, and learning expectations will be actively reflected in the culture of the school and drive curriculum, instruction, and assessment practices in every classroom. As well, the school will use them to guide the school's policies, procedures, decisions, and resource allocations.	Title I	$1,000.00

			Subtotal: $2,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,000.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	By May 31, 2013, CPA dropout prevention records will reflect 0.5% decline in its dropout rate. By May 31, 2013, CPA graduation records will reflect a 2% increase in the number of students graduating as compared to 2011-2012.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2.7% District Rate for 2010-2011	0.5% decline at the school level
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
67.6% District Rate for 2010-2011	2% increase at the school level
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Potential dropouts based on criteria such as retained in multiple grades, high absenteeism, failing academic grades, or low Florida Comprehensive Assessment Test (FCAT) scores.	1. Offering a Modified Curriculum of coursework in academic content areas 2. Dual-enrollment at vocational-technical school for grade 10 students and higher 3. Test Prep for FCAT Retakers face-to-face (Florida TestReady), after-school (21st CCLC program), and on-line (FCAT Explorer) 4. Credit Recovery through Florida Virtual School and OdysseyWare 5. School-wide school-wide plan for teachers, guidance counselors, and administrators to monitor quarterly progress of over-age students.	Teachers, guidance counselors, administrators, and registrar	Dual-enrollment, Florida Virtual School status, OdysseyWare, and district quarterly progress reports	Graduation and Dropout Rates for 2012-2013 Progress Monitoring 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.	All subject areas and grade level 4-12.	Administration, Data Entry Secretary, and MTSS Team	Teachers and Staff	August 2012 - May 2013	MTSS Reports to include student transcripts, attendance, grade distribution, suspensions, test results from FALL, WINTER and SPRING	Administration Behavior Specialists Counselor Data Entry Secretary
Assign adult advocates to students at risk of dropping out. Adult advocates should have an appropriate background and low caseloads, and be						Administration

						Behavior Specialists
purposefully matched with students. Adequate training and support should be provided or should have already been provided for advocates (CCYS, Disc Village, Appalachee Mental Health, DJJ, Teen Court, and/or other persons or agencies).	All subject areas and grade level 4-12.	Administration and MTSS Team	School-wide	August 2012 - May 2013	Student referrals and assignments to receive assistance from individuals or participating agencies.	Behavior Specialists Counselors Case Managers (DJJ, Disc Village, etc.)
Provide academic support and enrichment to improve academic performance. Help students to improve academic performance and reengage in school. This should be implemented in conjunction with other recommendations.	All subject areas and grade level 4-12.	Administration and MTSS Team	School-wide	August 2012 - May 2013	MTSS Reports to include student transcripts, attendance, grade distribution, suspensions, test results from FALL, WINTER and SPRING	Administration Behavior Specialists Counselor Data Entry Secretary
Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school (postsecondary options).	All subject areas and grade level 4-12.	Administration and MTSS Team	School-wide	August 2012 - May 2013	MTSS Reports to include student transcripts, attendance, grade distribution, suspensions, test results from FALL, WINTER and SPRING	Administration Behavior Specialists Counselor Data Entry Secretary

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Learning for Life is an action-learning process and uses teaching techniques such as role-playing, small-group discussions, reflective and moral dilemma exercises, online interactive lessons and hands-on activities.	Learning for Life features grade-appropriate, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum. Lessons are designed to be conducted by the classroom teachers in conjunction with the core curriculum. The Learning for Life curriculum is research based and has uniquely blended character development traits into lessons that are aligned to core curriculum standards in all 50 states. This enables students to practice and reinforce core curriculum topics and skills while learning critical character	Grant	$6,000.00

			development and life skills.
			Subtotal: $6,000.00

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
Teenage Parent (TAP) Program	The Teenage Parent (TAP) Program is designed for students who are pregnant or parenting. TAP programs offer regular academic classes so students can continue their educational program in addition to providing classes in child growth and development, nutrition, and parenting skills.		$1,000.00
The Black Male College Explorers Program	The Black Male College Explorers Program is an At-Risk prevention/ intervention program designed specifically to prevent black males from dropping out of high school, facilitate their admission to college and significantly increase their chances of earning a college degree. CPA currently has a Brotherhood of Respect Program which prepares males for entry into this program (6 weeks each summer).	Public and Private Sector contributions/scholarships	$3,000.00
			Subtotal: $4,000.00
			Grand Total: $10,000.00

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: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	According to the Title I-Part A Parental Involvement Plan, there were 310 documented participants (parents/guardians) attending scheduled activities/events during the 2010-2011. At the end of 2011-2012, the number had increased to 430.There is still a need to increased participation and attendance at SIP/SAC meetings, parenting workshops and training especially since the school is entering the school accreditation process. By the end of the 2013 school year, CPA will show a 10% increase in its parent involvement activities.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
430 participants	473 participants
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	Parents lack of participation on the SAC, PTO, and other parent involvement initiatives and forums that directly impact decisions made on behalf of their students' education.	1. Provide one on one interviews with at least one parent of every child who enrolls in the school during the 2012-2013 year. (Interviews maybe held via phone conversations.) 2. Encourage parents to take the opportunity to participate in the development and implementation of the School Improvement Plan, to serve on the School Advisory Council (SAC), and or to join the PTO.	Administrative and MTSS Teams involving Guidance Counselors, Behavior Specialists and Teachers	Logs, including those by phone, reflecting parent (s) interviews and enrolling students Invitations to join SAC/PTO; Public appeals through all communications to parents and community; Sign-in rosters	2012 -2013 enrollment records as of July 1, 2012 compared to actually interviews. Membership Rosters for SAC, PTO, and other parent organizations in the school
2	Parents frequently complain about not being informed of students' progress until they are endanger of not getting promoted or not being able to graduate. Also, parents complain of not being able to access available help for failing students.	1. Host Parent Expos each nine weeks to issue report cards, report student progress and data related student achievement, schedule conferences, and present mini-academic sessions especially on the graduation requirements and the new CCSS implementation. 2. Distribute flyers, notices, after-school tutorial advertisements, and announcements to be sent home with every student prior to events (programs, concerts, science fairs, field trips, etc.), holidays, and meetings, etc. so that it will list upcoming dates and other important school information. (Make readily available in the front office and update the school's web site).	Principal, Assistant Principal, Academic Coaches, Teachers, Behavior Specialist, and Guidance Counselor	Sign-in records reflecting participation and attendance Survey of responders and attendees to school events and sign-in rosters. Rosters and sign-in sheets of after-school and/or SES providers participants.	Sign-in records, requests for academic and/or behavioral assistance; participation in mini-academic sessions and after-school programs

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

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

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

Topic	Grade Level	Facilitator & Presenter	Target Audience	Timeline	Evidence of Completion	Person Responsible for Monitoring
School Advisory Councils, Parent Teacher Organizations, School Improvement Plan, Promotion and Graduation Requirements 2013	4-12	Administrative and MTSS Teams, Academic Coaches, District Resource Person; Teachers; District Parent Involvement Coordinato	School-wide Community, Parents, and their Student Families	August 2012 - May 2013	Sign-in Roster of Participants (parents, students, and community)	Administrative Team Title I Office Parent Involvement Office
Student Code of Conduct, RTI, Immunization Requirements, Bullying, Attendance, and Drop Pants Legislation Grades 6 - 12	4-12	Administrative and MTSS Teams	School-wide Community, Parents, and their Student Families	August 2012	Sign-in Roster of Participants (parents, students, and community)	Administrative Team
Common Core State Standards and Next Generation Sunshine State Standards, College Readiness and Career Preparatory (ACT, SAT, CPT and PERT, PARCC etc.), FACTS.org, FCAT 2.0 and EOCs,	4-12	Administrative and MTSS Teams, Academic Coaches; Guidance Counselor; District Resource Person; Assessment Coordinator; Teachers; Title I Coordinator and District Parent Involvement Coordinator	School-wide Community, Parents, and their Student Families	October 2012 - May 2013	Sign-in Roster of Participants (parents, students, and community)	Administrative Team Title I Office Parent Involvement Office
Title I Parent Involvement Meeting	4-12	Principal Parent Involvement/Title I Office	Parents of all students School-wide Faculty and Staff	August 2012 - October 2012	Sign-in Roster	Principal and Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Promote the use of the district's DLOPI project Inservice training for all staff and parents on DLOPI-Different Levels of Parental Involvement and how both group can impact its usefulness in improving student engagement	Different Levels of Parental Involvement - documentation tool for use my teachers to manage parents and guardians participation in their students' education	Title I	$500.00
			Subtotal: $500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Use of computers for trainings, demonstration sessions, and completion of surveys for upcoming school accreditation for parents and familiesComputer labs available during non-school hours	School's Computer Labs	Title I	$1,000.00
			Subtotal: $1,000.00
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
Post all upcoming events and activities on district and school website	Calendar of events posted on district and school	Title I	$500.00
			Subtotal: $500.00
			Grand Total: $2,000.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	

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 (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						

STEM 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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	

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 (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						

CTE 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 CTE 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	NGCAR-PD	Completion of NG CAR-PD and NG CAR-PD Practicum will make a teacher eligible to serve as a reading intervention teacher at district discretion by having FCAT level 2 students who are in prime need of vocabulary and comprehension intervention in the CTE elective courses.	Title I Title II	$2,000.00
Reading	Best Teaching Practices; Differentiating Instruction; and Literacy and Reading http://www.startwithsuccess.com	Series of self-paced training as needed for teacher effectiveness to include: Developing a Classroom Climate Reinforcing Effort and Providing Recognition Teacher Expectations Homework and Practice Implementing Differentiated Instruction K-6 Strategies: I; K-6 Strategies: II; 7-12 Strategies: I; 7-12 Strategies: II Reading Strategies for Middle and Secondary Teachers Vocabulary Development Three Interactive Elements of Reading Motivating Materials and Strategies for Readers Using Environmental Print; Gathering Environmental Print; Environmental Print in 4-8; Environmental Print in 9-12; and Issues Surrounding the Use of Environmental Print	Title I Title II	$1,500.00
Reading	Literacy Across the Curriculum – Use text complexity, close reading, comprehension instruction sequence, and vocabulary development in mathematics classes to improve reading, writing and communicating.	Face to Face Training with Follow-up through CWT To provide training, strategies and evidence supporting the need for an intensive literacy campaign in middle grades and high schools. The goal of this PD is to show participants how they can mount a successful campaign resulting in more literate graduates with a greater chance of completing postsecondary education and qualifying for well-paying jobs with promising futures.	Title I Title II	$2,000.00
Mathematics	Literacy Across the Curriculum – Use text complexity, close reading, comprehension instruction sequence, and vocabulary development in mathematics classes to improve reading, writing and communicating.	Face to Face Training with Follow-up through CWT To provide training, strategies and evidence supporting the need for an intensive literacy campaign in middle grades and high schools. The goal of this PD is to show participants how they can mount a successful campaign resulting in more literate graduates with a greater chance of completing postsecondary education and qualifying for well-paying jobs with promising futures.	Title II Title I	$2,000.00
Writing	Schedule Mock FCAT 2.0 Writing administrations (quarterly) using Write Score assessments for grades 4-12	School Writing Assessment administered thoughout year through core academic and elective area classes	Title 1	$2,000.00
Attendance	School-wide Positive Behavior Support/Response to Intervention (MTSS)	Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.	Title I	$1,000.00
Suspension	Positive Behavior Support Program and Response to Intervention Training (MTSS)	Response to Intervention (RtI) has been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions.	Title I Dropout Prevention	$0.00
Suspension	Creating a Safe and Respectful Environment in our Nation's Classroom	This training toolkit is made up of two modules that address bullying in classrooms. Specifically, it is designed to assist teachers in cultivating meaningful relationships with students while creating a positive climate in the	USDOE	$0.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
		classroom.		
Dropout Prevention	Learning for Life is an action-learning process and uses teaching techniques such as role-playing, small-group discussions, reflective and moral dilemma exercises, online interactive lessons and hands-on activities.	Learning for Life features grade-appropriate, theme-oriented lesson plans to be used in the classroom to enhance and support the core curriculum. Lessons are designed to be conducted by the classroom teachers in conjunction with the core curriculum. The Learning for Life curriculum is research based and has uniquely blended character development traits into lessons that are aligned to core curriculum standards in all 50 states. This enables students to practice and reinforce core curriculum topics and skills while learning critical character development and life skills.	Grant	$6,000.00
Parent Involvement	Promote the use of the district's DLOPI project Inservice training for all staff and parents on DLOPI-Different Levels of Parental Involvement and how both group can impact its usefulness in improving student engagement	Different Levels of Parental Involvement - documentation tool for use my teachers to manage parents and guardians participation in their students' education	Title I	$500.00

Subtotal: $17,000.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	CPALMS	Florida's Platform for educators to Collaborate, Plan, Align, Learn, Motivate and Share - Training --- to provide a resource for assistance with effective implementation Florida's standards (both NGSSS and CCSS) and course content and professional development in a self-paced format	Title I	$500.00
Reading	Performance Matters training to support data-driven instructional decisions	Performance Matters provides an integrated student assessment, data management and teacher effectiveness platform that supports the information needs of today's teachers, school system leaders, students and parents. Using Performance Matters, all stakeholders in the educational process have ready access to the information and resources they need to sustain student learning and instruction.	District Technology Funds	$4,000.00
Mathematics	Performance Matters training to support data-driven instructional decisions	Performance Matters provides an integrated student assessment, data management and teacher effectiveness platform that supports the information needs of today's teachers, school system leaders, students and parents. Using Performance Matters, all stakeholders in the educational process have ready access to the information and resources they need to sustain student learning and instruction.	Technology Funds	$0.00
Mathematics	Multimedia in the Classroom: Engaging Students	PD focuses on using multimedia in the classroom as tools to help students visualize, synthesize, convey, and construct knowledge. This course will be used in a PLC forum. (Florida Center for Instructional Technology - http://fcit.usf.edu/multimedia/index.html)	Title II Title I	$500.00
Science	Gizmos Program	Online interactive math and science simulations that power inquiry and understanding of content and concepts for students in grades 3-12. Program includes inquiry-based lessons, assessment & reporting; correlation to all State Standards and leading textbooks; and teacher home pages for classroom management.	Title I	$5,000.00
Writing	Use of Glencoe Essay Grader for on-line response practice	The Glencoe Online Essay Grader offers valuable online instruction and reporting tools to track and improve student writing and assessment performance. It provides Individualized automatic scoring, presents narrative feedback and a holistic score as well as six trait scores six-point scale.	Textbook Allocation	$0.00
	Use of computers for trainings,			

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement	demonstration sessions, and completion of surveys for upcoming school accreditation for parents and familiesComputer labs available during non-school hours	School's Computer Labs	Title I	$1,000.00

<div align="right">Subtotal: $11,000.00</div>

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Overview of Common Core State Standards Specific PD 1) Text Complexity 2) CIS 3) Close Reading 4) Vocabulary Development	The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.	Title I Title II	$2,000.00
Reading	Shared Inquiry™ Discussion using CCSS Classroom Libraries and Bluford Series collections.	Professional Learning: Great Books is a leader in text-based, Socratic discussion, with courses, coaching, and resources for Shared Inquiry™ Discussion. The K-12 entails classroom reading and discussion programs that build young minds, improve critical thinking, and promote higher student achievement.	Title I Title II	$500.00
Mathematics	Best Teaching Practices http://www.startwithsuccess.com Developing a Classroom Climate Reinforcing Effort and Providing Recognition Teacher Expectations Homework and Practice	Self-Paced Training for All Teachers	Title II Title I	$500.00
Mathematics	Literacy and Reading http://www.startwithsuccess.com Reading Strategies for Middle and Secondary Teachers Vocabulary Development Three Interactive Elements of Reading Motivating Materials and Strategies for Readers Using Environmental Print; Gathering Environmental Print; Environmental Print in 4-8; Environmental Print in 9-12; and Issues Surrounding the Use of Environmental Print	Self-Paced Training for All Teachers	Title II Title I	$500.00
Mathematics	Differentiating Instruction http://www.startwithsuccess.com Differentiating Instruction: Meeting Students Where They Are – PD explores learning style, language proficiency, background knowledge, readiness to learn, and other factors that impact success for all in the classroom. Participants will be challenge to structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom. Implementing Differentiated Instruction; K-6 Strategies: I; K-6 Strategies: II; 7-12 Strategies: I; 7-12 Strategies: II	Self-Paced Training for All Teachers (As scheduled and as needed)	Title II Title I	$500.00
Mathematics	Using Data to Make Decisions	A self-directed course to learn about techniques for collecting and analyzing data that does not require complex mathematics. Participants will get lesson plans, practice exercises, links to relevant articles, and case studies of teachers who are using data in their classrooms. PD is basedContinuous Improvement Cycle of Plan, Do, Study, and Act. (Florida Center for Instructional Technology - http://fcit.usf.edu/data/index.html	Title II Title I	$500.00
Science	Overview and Implementation Individual Benchmark Specifications for Biology End-of-Course Assessment and the FCAT 2.0 Science Assessment for Grade 8	Biology End-of-Course and Assessment and FCAT 2.0 Science Assessment for Grade 8 Test Item Specifications (FLDOE)	Title I	$1,000.00
	Item Difficulty and Cognitive			

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Complexity of Biology End-of-Course and FCAT 2.0 Science Grade 8 Assessments(FLDOE) Assessment Test Items	Biology End-of-Course and Assessment and FCAT 2.0 Science Assessment for Grade 8 Test Item Specifications (FLDOE)	Title I	$1,000.00
Writing	FCAT 2.0 Writing Workshop which includes Scoring Training; The Research Base for Writing Instruction K-12; Real World Writing Purposes; Approaching a Topic – the Power of Modeling, Choosing a Topic; Participant Writing Experience; Revision, RADaR (Replace, Add, Delete and Reorder) – Modeling; Participants Revising Their Pieces and Sharing	The FCAT 2.0 Writing Calibration Scoring Guides, 2012 FCAT Writing Anchor Sets, and 2012 FCAT Writing Exemplar Sets that are currently being used to provide a basis for scoring decisions for FCAT 2.0 Writing through 2014 (FLDOE Training Materials)	Title I and SIG	$1,000.00
Civics	Overview and Implementation Individual Benchmark Specifications for Civics End-of-Course Assessment	Civics End-of-Course Assessment Test Item Specifications (FLDOE)	Title I	$500.00
Civics	Item Difficulty and Cognitive Complexity of Civics End-of-Course Assessment Test Items	Civics End-of-Course Assessment Test Item Specifications and CCSS(FLDOE)	Title I	$500.00
Civics	Webb's Depth of Knowledge (DOK) levels	Academic Coaches and ETO Reading Specialist	Title 1	$1,000.00
U.S. History	Overview and Implementation Individual Benchmark Specifications for U. S. History End-of-Course Assessment	U. S. History End-of-Course Assessment Test Item Specifications (FLDOE)	Title I	$500.00
U.S. History	Item Difficulty and Cognitive Complexity of U. S. History End-of-Course Assessment Test Items	U. S. History End-of-Course Assessment Test Item Specifications and CCSS (FLDOE)	Title I	$500.00
U.S. History	Webb's Depth of Knowledge (DOK) levels	Academic Coaches and ETO Reading Specialist	Title 1	$1,000.00
Attendance	Classroom Management to include an overview of the Marzano evaluation process and accurately reporting absentees, tardies, and/or truancy	Marzano Teacher Evaluation Handbook Harry and Mary Wong, First Day of School Modules	Title I	$2,000.00
Suspension	School safety and crisis intervention training for faculty and staff	This nonviolent safety and crisis intervention training is designed to teach best practices for managing difficult situations and disruptive behaviors. Participants learn how to identify at-risk individuals and use nonverbal and verbal techniques to defuse hostile or belligerent behavior. They also learn how to control their fear and anxiety in a crisis situation or avoid injury when a crisis situation becomes physical.	Title I	$1,000.00
Suspension	Core values and behaviors workshops for students	Consultant will work with students to create an effective school culture that promotes improved learning for all students. Presenter will also identify a set of core values and beliefs about learning that will function as explicit foundational commitment for both students and the school. Once established, the core values, beliefs, and learning expectations will be actively reflected in the culture of the school and drive curriculum, instruction, and assessment practices in every classroom. As well, the school will use them to guide the school's policies, procedures, decisions, and resource allocations.	Title I	$1,000.00
				Subtotal: $15,500.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Florida Test Ready for Reading	Test Ready curriculum provides robust support for educators of all levels—all in an easy-to-use format. Suggested pacing charts and detailed lessons plans included. Step by Step sections provide background material and scripting. The program also provides rigorous instruction on the Common Core using a proven-effective gradual-release approach that builds student confidence, and prepare students for more complex assessment items with full-length	Title I	$2,000.00

		practice tests and interim assessments.		
Reading	Standards Plus - CIM Lessons in Reading and Reading Intervention	Lessons specifically written to address the content, rigor, and enhanced student performance expectations embedded in the Common Core State Standards. The Language Arts materials address the following Common Core Strands: Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Writing: Opinion, Writing: Informative/Explantory, Writing: Narrative, Language: Capitalization, Language: Grammar and Usage, Language: Punctuation, Language: Spelling, and Language: Vocabulary Acquisition and Use.	Title I	$4,000.00
Mathematics	Florida Test Ready	Florida Ready Mathematics covers Geometry and Measurement, Number and Operations, Algebra, Data Analysis, and Probability. It also provides support to help all educators successfully implement the program, from paraprofessionals to experienced teachers; suggested pacing charts and detailed lesson plans; at a Glance sections, which provide a short overview of each concept; step by step sections, which provide background material and scripting; and special ELL support, mini lessons, and real world examples, which extend the classroom learning opportunities.	Title I	$2,000.00
Mathematics	Standards Plus for Mathematics	Our Mathematics materials address the following Common Core Domains: Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry. Standards Plus Algebra 1 Support provides daily lessons and weekly assessments written directly to the Algebra 1 standards with scaffolded support lessons. The scaffolded lessons ensure that students receive the support they need to be successful with Algebra 1 skills and concepts. The Mathematics Intervention System lessons provide scaffolded instruction in four major topics: Fractions, Decimals, & Numbers; Computing & Problem Solving; Algebraic Operations & Problem Solving; and Measurement, Geometry, Statistics, & Probability. The scaffolds begin at the fourth grade level and build to eighth grade level competency. These lessons are unique to our Daily Model lessons, are based on the Direct Instruction Delivery model.	Title I	$5,500.00
Dropout Prevention	Teenage Parent (TAP) Program	The Teenage Parent (TAP) Program is designed for students who are pregnant or parenting. TAP programs offer regular academic classes so students can continue their educational program in addition to providing classes in child growth and development, nutrition, and parenting skills.		$1,000.00
Dropout Prevention	The Black Male College Explorers Program	The Black Male College Explorers Program is an At-Risk prevention/ intervention program designed specifically to prevent black males from dropping out of high school, facilitate their admission to college and significantly increase their chances of earning a college degree. CPA currently has a Brotherhood of Respect Program which prepares males for entry into this program (6 weeks each summer).	Public and Private Sector contributions/scholarships	$3,000.00
Parent Involvement	Post all upcoming events and activities on district and school website	Calendar of events posted on district and school	Title I	$500.00
				Subtotal: $18,000.00
				Grand Total: $61,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

◌ Priority	◌ Focus	◌ Prevent	◉ NA

Are you a reward school: ◌ Yes ◌ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

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. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Updating and Rewriting School Improvement Plans (goal, strategies, professional development, and budget)
Monitoring the Implementation and Keeping the Public Informed of SAC actions and efforts

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found