

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: GRAND PARK CAREER CENTER

District Name: Duval

Principal: Jackie Simmons, Jr

SAC Chair: Patricia Martin

Superintendent: Ed Pratt Dannals

Date of School Board Approval:

Last Modified on: 10/22/2012

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	Jackie Simmons, Jr.	Bachelor of Arts - Psychology in Education; Master of Arts - Teaching, Certification - Educational Leadership, School Principal, & Psychology	2	15	As an Assistant Principal: *Lead Andrew Jackson High School from an "F" to a "C" As a Assistant Principal in charge of instruction: *Lead Highlands from a "D" to a "C" As a Vice Principal in charge of instruction: *At Matthew Gilbert showed four consecutive double-point gains, moving the school from a "D" to a "C" and maintained the "C" through significant academic increases in every area with the exception of reading in which small increases were made each year. *At Edward H. White High School: 2011-2012 Reading 32% Rdg gains 53% Writing 90% BQ 56% 2010-2011 Reading 27% Writing 87% 2009-2010 Reading 25% Writing 86%
					Grand Park Education Center (2012-present); Matthew Gilbert Middle School (2006-2011) Assisted in moving the school from a D (419) to a C (457); Samuel Wolfson High School (2003-2006)

Assis Principal	Stephanie Johnson-Hart	B.A. – English Literature – Florida State University M.Ed. – Educational Leadership – University of North Florida	1	10	Education I am currently serving as an Assistant Principal at Grand Park Education Center. I consider it a privilege to be a part of an educational team that embraces and invests in providing a quality education for our students. I look forward to utilizing all of my experiences to benefit all stakeholders of Grand Park Education Center. I believe that by working closely with the faculty/staff, students, parents and community stakeholders we can help guide our students to greater achievement and future success. At Grand Park we are "Educating Above and Beyond" to help students attain academic and social growth.
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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	Chauncey Nelson	Masters of Psychology: School Guidance and Counseling K-12 ELA/ Reading 6-12 (12 yrs)	1	3	2011-2012 Reading 32% Rdg gains 53% Writing 90% BQ 56% 2010-2011 Reading 27% Writing 87% 2009-2010 Reading 25% Writing 86% 2004-2009 Matthew Gilbert Middle School. 2004-2005 (went from F to D), 2005-2006 C, 2006-2007 D, 2007-2008 C, 2008-2009 C; AYP not met Writing 2005 68%, Writing 2006 94%, 2007 94%, 2008 96%, 2009 96%
Instructional	MaryBeth Weaver	Ed Leadership (6 years) English 6-12 (9 years)	1	2	Thomas County 2010-2011 GHS GT Percentage Gains: ELA: 94% to 99% Math: 92% to 96% Science: 78% to 97% SS: 85% to 88% Writing: 91% to 97%

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	1. Monthly Professional Development	Principal Assistant Principal Coaches	06/15/13	
2	2. Quarterly meetings with PDF	Principal Assistant Principal Coaches	06/15/13	
3	3. Professional Learning Communities	Principal Assistant Principal Coaches	06/15/13	
4	4. Quarterly Curriculum Review Meetings	Principal Assistant Principal Coaches	06/15/13	

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
Jackie Felder Daisy Hardy	Working on Reading Endorsement Working on Reading Endorsement

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
28	3.6%(1)	14.3%(4)	35.7%(10)	50.0%(14)	46.4%(13)	92.9%(26)	0.0%(0)	3.6%(1)	10.7%(3)

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
MaryBeth Weaver	Julius Ferguson	Planning; ELA Background	Monthly new teacher meetings with mentors and PDF Mentor classroom observations District Scheduled Teacher Induction Program workshops
MaryBeth Weaver	Zerick Jones	Planning; ELA Background	Monthly new teacher meetings with mentors and PDF Mentor classroom observations District Scheduled Teacher Induction Program workshops
Chauncey Nelson	Jackie Felder	Planning; ELA Background	Monthly new teacher meetings with mentors and PDF Mentor classroom observations District Scheduled Teacher Induction Program workshops

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through various programs. The district ensures that staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

Title II

Title III

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide an enrichment program for Level 1 & 2 readers.

Violence Prevention Programs

Safe and Drug Free Schools: District receives funds for programs such as Red Ribbon Week and mentoring that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe; drug free learning environment supporting student achievement. As well, Grand Park offers individual/group counseling, student mentoring, school assemblies, and class room presentations.

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

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 school-based RtI Leadership Team consists of: Principal, Jackie Simmons, Jr., Asst. Principal, Stephanie Johnson-Hart, Instructional Coach, MaryBeth Weaver, Interventionist, James Smith, Interventionist, Michael Chandler, and Guidance Counselor, Chauncey Nelson

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?

1. Team analyzes latest data set; reports to instructional staff within that week during Professional Development
2. Teachers will identify students struggling with major and minor concepts and take note of those falling significantly below others. After two "in-class" interventions using multiple sources of assessment tools; teacher submits student name and complete referral to team
3. AP (Johnson-Hart) receives referral,
4. After review of documentation, Team discusses interventions, and begins the RTI /Problem solving cycle.
5. Plan is devised and Intervention starts for student (3 wk intervals)
6. Student, parent, and referring teacher receives confirmation of plan
7. On-going behavior interventions occur to 2-3 times per week by each individual counselor to include, group counseling, individual counseling, academic checks, and sessions with the school psychologist.

The School MTSS/RTI team meets once a week to discuss the school targets then drill down to the Individual student targets. The team analyzes the data gathered from Benchmarks, FAIR, Pearson tests data, FCAT (initial data), etc. Determines the weaknesses and strengths, shares this information with the school instructional staff to start the tiered interventions through core instruction. This process closely compares to other MTSS efforts in the district in several ways: the collaboration required by staff to determine problem, plan, check system. The plan has similarities in its efforts to start with improving core and working towards targeted instruction on an individual level.

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 team looks at the school-wide, district trends (data) to make instructional decisions on how to improve student achievement. These decisions drive many of the components of the School Improvement Plan especially in Reading where it's historically determined to be our prime deficiency. This process intertwines nicely with how the FCIM process is implemented in the school.

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.

The team uses Benchmarks, FAIR, Pearson tests, mini- assessments, and teacher-made tests in the core areas to determine where are students are in terms of growth and the instructional direction we are need to ensure our students are meeting the standards.

Describe the plan to train staff on MTSS.

Designated facilitator will report findings of the MTSS/RTI team during early release as part of the data reporting portion of Professional Development bi-weekly. Data results and targets will be broken down by subject area for each discipline. Plan will also be shared in PLC's to make sure all teachers understand the process and have support where needed.

Describe the plan to support MTSS.

Facilitator will attend state and district MTSS meetings and report back information to the school. The facilitator will also be responsible for training the staff on How to Identify the right problem, various intervention techniques, effective collaborating, timely interventions, etc. During Early dismissal Professional Development will began as this process drives much of our differentiated instruction. Also, Individualized trainings will be held on teacher planning periods and after school for staff needing clarification of the MTSS/RTI process. Facilitator has and will continue providing training that gives the teachers insight on how to make this apply in the classroom down to differentiation.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based Literacy Leadership Team consists of: Jackie Simmons Jr., Principal, Stephanie hart, Assistant Principal, MaryBeth Weaver, Instructional Coach, Daisy Hardy, Department Chairperson, tracy Hundley, Curriculum Manager, and

Chauncey Nelson, Guidance Counselor.

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

The LLT will meet weekly to look at data (where we are, where we need to go, and what is our plan for getting there) we will also look at target students to determine what their needs are, the interventions needed and a system to monitor the progress of interventions.) The LLT will analyze and monitor reading data, meet to discuss results and next steps for student improvement, to ensure during leadership meetings goals and objectives are aligned with the school wide reading focus, and help teachers with research based interventions that will help curtail the reading deficiency especially in areas that lapsed, i.e. 6th, 7th, 8th, 9th and 10th grade Reading Scores.

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

The major initiatives will be to ensure reading is taught "across curriculum," to supply the school with weekly and monthly reading strategies to be implemented school wide. Also, it will be the goal of the LLT to set reading goals that closely align with the state reading program as well as principal's targets. The LLT will strengthen the reading throughout Core classes by closely monitoring the reading data, setting specific goals per grade level, and, drive the importance of student portfolios with reading assignments and assessments as well as posted student work to demonstrate the student progress in reading. LLT will create a strategic plan for level 1Students, Bottom quartile, 5-star students, level 2 students, and level 3's and Above. The LLT will also consult with the FAIR coordinator on-going to look at the results, determine next teaching steps, and to help teachers use remediation supplements to help improve student learning.

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.

Professional development and training in Reading Instruction will be top priority for all instructional staff. They will be provided with researched-based reading strategies, modeling of implementation of these strategies, and resources needed for all subject areas to apply in their classrooms. All teachers will be receive a monthly Instructional Focus Calendar that highlights the monthly school-wide reading strategies as well as areas needing improvement in reading.

*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?

It enables students to succeed either in securing higher paying and satisfying employment after high school or in having a general career focus when continuing their education in college or technical school.

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?

Helping our students be productive in the classroom by incorporating interventions to curtail negative behaviors assists our students for the post secondary education and the business world.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

Grand Park Education Center offers a plethora of workshops and assemblies that focus on postsecondary readiness. For example, students are able to participate in Financial Aid workshops, career fairs, college field trips. As well, teachers incorporate career goals and life skills throughout their curriculums.

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:	The Percentage of students scoring 3 or higher on the 2013 FCAT will increase by 4%.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Reading 6th: 0% Reading 7th: 22% Reading 8th: 10% Reading 9th: 7% Reading 10th: 10%	Reading 6th: 4% Reading 7th: 26% Reading 8th: 14% Reading 9th: 11% Reading 10th: 14%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to Grand Park being an alternative school, students are only placed here for an allotment of time (i.e. 45, 60, or 90 days)	Infuse a variety of instructional strategies into classrooms' daily curriculum, as well as, provide explicit instruction in the areas of reading, math, & science.	Principal or designee	Bi-weekly teacher observations & quarterly curriculum reviews	CAST Observation System
2	Over 30% of Grand Park's students have excessive absences	Implement a school-wide behavior management system which utilizes weekly point sheets that require students to attend and perform academically	Interventionist	Weekly analysis of attendance rate	Daily Excessive Absence Report (Genesis)
3	Teachers give limited, specific instruction while teaching.	Teachers will model, give guided practices and target instruction to struggling students to differentiate their needs.	Principal Assistant Principal Reading Coach	Review data from district benchmarks and progress monitoring assessments to assess student learning.	Student Portfolios Assessments Classroom Focus Walks Administrative Notes
4	Some teachers assign performance tasks that lack the level of rigor needed to address targets determined from assessments.	Progress Monitoring Assessments will be administered monthly and Mini-assessments will be given bi-weekly.	Principal Assistant Principal Reading Coach	Review data reports to ensure teachers are assessing students according to the created assessment schedule; classroom visits And conferences with teachers.	Printout of reports: FAIR assessment; PMA assessments; District Benchmark assessments; classroom visit instrument
5	Incorporating the school wide reading strategies into lessons daily is not visible.	The school will implement school wide reading strategies for all content areas	Principal Assistant Principal Reading Coach	Review student work to ensure teachers are embedding the strategies accordingly	Classroom focus walks

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:	
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Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The students achieving above proficiency in reading will show one year's growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reading 6th: 0% Reading 7th: 0% Reading 8th: 0% Reading 9th: 5% (2) Reading 10th: 3% (1)	Reading 6th: 4% Reading 7th: 4% Reading 8th: 4% Reading 9th: 9% Reading 10th: 7%

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	Some teachers need assistance with how to use their data to drive instruction and determine instructional changes.	Teachers will create lessons that help with target areas after each assessment in Reading	Principal Assistant Principal Coach	Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and determine instructional needs.	Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans
2	Teachers lack skills in how to implement explicit lessons	Reading Coaches will model for teachers using the Workshop model the implementation of explicit and guided instruction	Principal Assistant Principal Reading Coach	Improved lesson planning Student Work	Lesson Plans Classroom Observations Focus Walks 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:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students making 4 or 5 in reading will increase by 5 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reading 6th: 0% Reading 7th: 0% Reading 8th: 0% Reading 9th: 5% (2) Reading 10th: 3% (1)	Reading 6th: 5% Reading 7th: 5% Reading 8th: 5% Reading 9th: 10% Reading 10th: 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	Teaching materials do not challenge students or match the rigor of testing expected of students.	Teachers will implement the district learning schedule and adopted materials and resources with fidelity, teachers will use test specifications to structure many of their lessons, and teachers will use Webb's DOK	Principal Assistant Principal Reading Coach	Assess classroom artifacts Classroom focus walks	Data Notebooks Student Portfolios
2	Teachers lack higher order questions and discourse in many of their lessons.	Teachers will implement high order questions and model how to write and identify cognitive complexity level of questions.	Principal Assistant Principal Reading Coach	Assess student work and artifacts Classroom focus walks Webb's DOK	Student Portfolios Assessments Lesson Plans
	Teachers give limited opportunities for	Teachers will give students multiple	Principal Assistant Principal	Assess student work Review student Portfolios	Student Work Classroom

3	students to master concepts (i.e. students don't have enough practice time.)	opportunities of guided practice and independent work.	Reading Coach	Participate in Cooperative learning in PLC's	Observations Benchmark Results FAIR Results Lesson Plans
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making reading learning gains on the 2013 FCAT Reading will increase 10 points.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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Reading 6th: 0% Reading 7th: 12% Reading 8th: 4% Reading 9th: 13% Reading 10th: 7%	Reading 6th: 10% Reading 7th: 22% Reading 8th: 14% Reading 9th: 23% Reading 10th: 17%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not utilizing an effective instructional delivery model	Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	Principal Assistant Principal Reading Coach	Review Student Work Student Engagement Analyze data sets from FAIR, Benchmarks, and Pearson assessments made by teachers.	Student work Benchmark results FAIR Results
2	Teachers are not teaching maximizing time effectively to ensure they provide instruction	Teachers will follow the workshop model and adhere to time frames of each of its components.	Principal Assistant Principal Reading Coach	Review data from district benchmarks and progress monitoring assessments to assess student	Student Work Observations

	from "Bell to Bell."			learning. Student engagement	
3	Teachers are not incorporating the school-wide reading strategies into their lessons daily.	Teachers will consistently incorporate the school-wide reading strategies into their lessons daily.	Principal Assistant Principal Reading Coach	Review student work to ensure teachers are embedding the strategies accordingly	Classroom focus walks Student work samples Bulletin Boards Student Portfolios
4	Teachers are not implementing daily FCIM Focus lessons in all classes.	Teachers will teach an FCIM Focus lesson daily in every class.	Principal Assistant Principal Reading Coach	Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	Lesson Plans Student Portfolios Focus Walk Notes

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:	The percentage of the lowest 25% in reading on the 2013 FCAT Reading will increase 10 points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Reading 6th: 0% Reading 7th: 12% Reading 8th: 4% Reading 9th: 13% Reading 10th: 7%	Reading 6th: 10% Reading 7th: 22% Reading 8th: 14% Reading 9th: 23% Reading 10th: 17%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not practicing the gradual Release Model to ensure student achievement.	The teachers will use the gradual release model to ensure student achievement.	Principal Assistant Principal Reading Coach	Data Chat with Teachers Classroom Visitations	Printout of reports: FAIR assessment; PMA assessments; District Benchmark assessments;

					classroom visit instrument
2	Teachers will use the Gradual Release Model to ensure student achievement.	The school will administer FAIR, District Benchmarks, and Progress Monitoring Assessments to monitor student progress.	Principal Assistant Principal Reading Coach	Data Chat with Teachers Classroom Visitations	Printout of reports: FAIR assessment; PMA assessments; District Benchmark assessments; classroom visit instrument
3	Teachers are not implementing daily FCIM Focus lessons in all reading, language arts, and social studies classes.	Teachers will teach an FCIM Focus lesson daily in every class.	Principal Assistant Principal Reading Coach Instructional Coach	Focus Walk and Observation Student work with Focus strands	Lesson Plans Portfolios

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%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	In grades 6-10, students in each ethnicity subgroup not making progress in reading will decrease by 10 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 1% Black: 22% Hispanic: 1% Asian: 0% American Indian: 0%	White: 0% Black: 12% Hispanic: 0% Asian: 0% American Indian: 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	Teachers do not consistently assess and review student data and work.	Teachers will recommend students for small group instruction and coaches will create lessons using benchmarks to model to assist with student mastery.	Principal Assistant Principal Reading Coach	Review and assess student work with writing embedded in the small group instruction.	Student Data/Trends Student Portfolios
2	Teachers do not work collaboratively in professional learning communities enough to impact student achievement	Teachers will work collaboratively in professional learning communities.	Principal Assistant Principal Department Chairpersons Reading Coach Instructional Coach	Debrief and analyze lesson and decide what worked and did not work.	Observation Forms Student Surveys
3	Teachers lack skills in how to implement explicit lessons	Reading Coaches will model for teachers using the Workshop model the	Principal Assistant Principal Reading Coach	Improved lesson planning Student Work	Lesson Plans Focus Walks Portfolios

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Not Applicable
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	Teachers do not consistently assess and review student data and work.	Teachers will recommend students for small group instruction and coaches will create lessons using benchmarks to model to assist with student mastery.	Principal Assistant Principal Reading Coach Instructional Coach	Review and assess student work with writing embedded in the small group instruction.	Student Data/Trends Student Portfolios
2	Teachers are not incorporating the school wide reading strategies into their lessons daily.	Teachers will consistently incorporate the school wide reading strategies into their lessons daily.	Principal Assistant Principal Reading Coach Instructional Coach	Review student work to ensure teachers are embedding the strategies accordingly	Classroom focus walks Student work samples Bulletin Boards Student Portfolios
3	Teachers are not implementing daily FCIM Focus lessons in all classes.	Teachers will teach an FCIM Focus lesson daily in every class.	Principal Assistant Principal Reading Coach Instructional Coach	Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	Lesson Plans Student Portfolios Focus Walk Notes

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:	Students with Disabilities not making satisfactory progress in reading will increase one year's growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
ESE: 1%	Mean Developmental Score will increase to 1700

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not practicing the Gradual Release Model to ensure student achievement.	Teachers will use the Gradual Release Model to ensure student achievement.	Principal Assistant Principal Reading Coach Instructional Coach	Data Chat with Teachers Classroom Visitations	Printout of reports: FAIR assessment; PMA assessments; District Benchmark

					assessments; classroom visit instrument
2	Teachers do not consistently incorporate the school wide reading strategies into their lessons daily.	Teachers will consistently incorporate the school wide reading strategies into their lessons daily.	Principal Assistant Principal Reading Coach	Review Student Work Benchmark Tests Mini assessments	Classroom Walk-through Notes Benchmarks Mini Assessments
3	Teachers are not implementing daily FCIM Focus lessons in all reading, language arts, and social studies classes.	Teachers will teach an FCIM Focus lesson daily in every class.	Principal Assistant Principal Reading Coach Instructional Coach	Focus Walk and Observation Student work with Focus strands	Lesson Plans 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	10% more of students who are economically disadvantaged will make satisfactory progress in reading to show one year's growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Free/Reduced Lunch: 19%	Free/Reduced Lunch: 29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers do not consistently assess and review student data and work.	Teachers will recommend students for small group instruction and coaches will create lessons using benchmarks to model to assist with student mastery.	Principal Assistant Principal Reading Coach Instructional Coach	Review and assess student work with writing embedded in the small group instruction.	Student Data/Trends Student Portfolios
2	Teachers are not utilizing an effective instructional delivery model	Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	Principal Assistant Principal Reading Coach Instructional Coach	Review Student Work Student Engagement Analyze data sets from FAIR, Benchmarks, and Pearson assessments made by teachers.	Student work Benchmark results FAIR Results
3	Teachers are not implementing daily FCIM Focus lessons in all reading, language arts, and social studies classes.	Teachers will teach an FCIM Focus lesson daily in every class.	Principal Assistant Principal Reading Coach Instructional Coach	Focus Walk and Observation Student work with Focus strands	Lesson Plans Portfolios

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
Lesson Plan Development	6-12 All Subjects	Reading Coach Instructional Coach	School-wide	8/14/12 9/4/12	Observations Class visits	Principal Assistant Principal
Data Management And next steps	6-12 All Subjects	District Coaches Reading Coach Instructional Coach	School-wide	Dates to be Determined	Classroom Focus Walk Student Work	Principal Assistant Principal Coaches
Differentiated Instruction: What to do with data	6-12 All Subjects	District Coaches Reading Coach Instructional Coach	School-wide	Early Release PLC	Classroom Focus Walk Student Work	Principal Assistant Principal Coaches
Higher Order Questioning	6-12 All Subjects	Reading Coach Instructional Coach	School-wide	9/13/12 On-going	Analyzing Student Work Benchmark Results FAIR results Classroom Observations	Principal Assistant Principal
Checks for Understanding	6-12 All Subjects	Reading Coach Instructional Coach	School-wide	Early Release PLC On-going	Classroom Focus Walk Student Work	Principal Assistant Principal
Cross-Content Writing	6-12 All Subjects	Reading Coach Instructional Coach	School-wide	Dates to be Determined	Classroom Focus Walk Student Work	Principal Assistant Principal
FCIM (Target instruction)	6-12 All Subjects	Reading Coach Instructional Coach	School-wide	8/14/12	Analyzing Student Work Benchmark Results FAIR results Classroom Observations	Principal Assistant Principal
Gradual Release Process	6-12 All Subjects	Reading Coach Instructional Coach	School-wide	Early Release PLC	Analyzing Student Work Benchmark Results FAIR results Classroom Observations	Principal Assistant Principal Coaches

Reading 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

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

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:	In grades 6-10, 25% of students will achieve proficiency (FCAT Level 3) on the 2012 FCAT administration
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th - *, 7th - 12% (3), 8th - 15%(3), 9th - 24% (12), 10th - 20% (8) Students scoring at Level 3	6th - *, 7th - 15%, 8th - 20%, 9th - 30%, 10th - 25% Students scoring at Level 3

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to Grand Park being an alternative school, students are only placed here for an allotment of time (i.e. 45, 60, or 90 days)	Infuse a variety of instructional strategies into classrooms' daily curriculum, as well as, provide explicit instruction in the areas of reading, math, & science.	Principal or designee	Bi-weekly teacher observations & quarterly curriculum reviews	CAST Observation System
2	Over 30% of Grand Park's students have excessive absences	Implement a school-wide behavior management system which utilizes weekly point sheets that require students to attend and perform academically	Interventionist	Weekly analysis of attendance rate	Daily Excessive Absence Report (Genesis)
3	1a1. Planning for and use of higher-order questioning to promote critical thinking and deeper understanding are not consistently used.	1a1. Student achievement improves when teachers include higher order questions in lesson plans and instructional delivery. a. Both district and school level mathematics academic coaches will facilitate professional learning communities to help teachers identify and/or develop a protocol for scaffolding to higher-order questions.	1a1. Assistant Principals will use the math protocol form to ensure that teachers are using the test bank with fidelity. District Math Coach will provide support to school based coach and teachers.	1a1. The percentage of students who demonstrate growth on mini-assessments, progress monitoring assessments, district benchmarks, standardized assessments, and common assessments created in professional learning communities will increase.	1a.1. Reports on various assessments. Teacher data notebook. Teacher observation
4	1a.2. Teachers are not utilizing an effective instructional delivery model	1a2. Student achievement improves when teachers effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice as well as a lesson assessment. a. Teachers will participate in professional	1a2. Assistant Principals will monitor teachers on a regular basis to ensure that teachers are using an approved instructional delivery model with fidelity. District Math Coach will provide support to school	1a.2. The percentage of students who demonstrate growth on mini-assessments, progress monitoring assessments, district benchmarks, standardized assessments, and common assessments created in professional learning communities will increase.	1a.2. Reports on various assessments. Teacher data notebook. Teacher observation

	development, instructional coaching and/or Lesson Study focusing on effective instructional delivery as identified within the individual professional development plan.	based coach. School Based Math Coach will provide support with lesson planning utilizing the Coaching Cycle.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	The Number of students scoring a 4 or 5 on FCAT Mathematics for 2013 will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	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	2a.1. Some teachers need assistance with how to use their data to drive instruction and determine instructional changes.	2a.1. Teachers will create lessons that help with target areas after each assessment in Math.	2a.1. Assistant Principals will have weekly data chats with teachers and collaborate with coaches on next steps. Coaches will support and model how to use data to drive instruction and change instruction as needed.	2a.1. Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and determine instructional needs	2a.1. Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans
2	2a.2. Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	2a.2. Teachers will give students multiple opportunities of guided practice and independent work.	2a.2. Assistant Principals Coaches	2a.2. Assess student work Review student Portfolios Cooperative learning	2a.2. Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)
3	2a.3. Teachers are not implementing daily FCIM Focus lessons in all classes.	2a.3. Teachers will teach an FCIM Focus lesson daily in every class.	2a.3. Assistant Principals will conduct daily focus walks within small learning communities. Coaches will assist with planning focus lessons, model, and provide examples.	2a.3. Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	2a.3. Lesson Plans Student Portfolios Focus Walk Notes
4	2a.3. Teachers are not implementing daily FCIM Focus lessons in all classes.	2a.3. Teachers will teach an FCIM Focus lesson daily in every class.	2a.3. Assistant Principals will conduct daily focus walks within small learning communities. Coaches will assist with planning focus	2a.3. Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	2a.3. Lesson Plans Student Portfolios Focus Walk Notes

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring at or above Achievement Level 4 in mathematics will be at 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th - *, 7th - 8% (2), 8th - 0%(0), 9th - 12% (6), Students scoring at Level 4 or above	6th - *, 7th - 10%, 8th - 5% Students scoring at Level 4 or above

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 rigor in the classrooms	Professional development trainings/workshops, peer teacher collaboration & implementation of Smaller Learning Communities	Instructional Coach Leadership Team	Classroom Walk-Through, Snap-Shots, Quarterly Curriculum Reviews	Instructional Focus Lessons, Progress Monitoring Assessments (PMAs), Benchmark Assessments
2	2a.1. Teaching materials do not challenge students or match the rigor of testing expected of students.	2a.1. Teachers will implement the district learning schedule and adopted materials and resources with fidelity, teachers will use test specifications to structure many of their lessons, and teachers will use Webb'	2a.1. Assistant Principals Reading Coaches	2a.1. Assess classroom artifacts Classroom focus walks	2a.1. Data Notebooks Student Portfolios
3	2a.1. Teaching materials do not challenge students or match the rigor of testing expected of students.	2a.1. Teachers will implement the district learning schedule and adopted materials and resources with fidelity, teachers will use test specifications to structure many of their lessons, and teachers will use Webb'	2a.1. Assistant Principals Reading Coaches	2a.1. Assess classroom artifacts Classroom focus walks	2a.1. Data Notebooks Student Portfolios
4	2a.1. Teaching materials do not challenge students or match the rigor of testing expected of students.	2a.1. Teachers will implement the district learning schedule and adopted materials and resources with fidelity, teachers will use test specifications to structure many of their lessons, and teachers will use Webb'	2a.1. Assistant Principals Reading Coaches	2a.1. Assess classroom artifacts Classroom focus walks	2a.1. Data Notebooks Student Portfolios
5	2a.1. Teaching materials do not challenge students or match the rigor of testing expected of students.	2a.1. Teachers will implement the district learning schedule and adopted materials and resources with fidelity, teachers will use test specifications to structure many of their lessons, and teachers will use Webb'	2a.1. Assistant Principals Reading Coaches	2a.1. Assess classroom artifacts Classroom focus walks	2a.1. Data Notebooks 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:

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:	40% of our students in middle school will make learning gains in mathematics on the 2013 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th - *, 7th - 25%, 8th - 20%, 9th - 40%, 10th - 40% Students will make learning gains.	6th - *, 7th - 25%, 8th - 20%, 9th - 40%, 10th - 40% Students will make learning gains.

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	3a.1. Some teachers need assistance with how to use their data to drive instruction and determine instructional changes.	3a.1. Teachers will create lessons that help with target areas after each assessment in Math.	3a.1. Assistant Principals will have weekly data chats with teachers and collaborate with coaches on next steps. Coaches will support and model how to use data to drive instruction and change instruction as needed.	3a.1. Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and determine instructional needs	3a.1. Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans
2	3a.2. Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	3a.2. Teachers will give students multiple opportunities of guided practice and independent work.	3a.2. Assistant Principals Coaches	3a.2. Assess student work Review student Portfolios Cooperative learning	3a.2. Assess student work Review student Portfolios Cooperative learning

3	3a.3. Teachers are not implementing daily FCIM Focus lessons in all classes.	3a.3. Teachers will teach an FCIM Focus lesson daily in every class.	3a.3. Assistant Principals will conduct daily focus walks within small learning communities. Coaches will assist with planning focus lessons, model, and provide support for teachers	3a.3. Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	3a.3. Lesson Plans Student Portfolios Focus Walk Notes
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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:

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 mathematics. Mathematics Goal #4:	In grades 6-10, 40% of the lowest 25% of students will achieve learning gains on the 2012 FCAT administration
2012 Current Level of Performance:	2013 Expected Level of Performance:
6th - *, 7th – 19% (5), 8th – 15% (3), 9th – 36% (17), 10th – 35% (14) Students scoring at Level 3 or above	6th - *, 7th - 25%, 8th - 20%, 9th - 40%, 10th - 40% Students scoring at Level 3 or above

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	4a.1. Teachers are not implementing daily FCIM Focus lessons in all classes.	4a.1. Teachers will teach an FCIM Focus lesson daily in every class.	4a.1. Assistant Principals will conduct daily focus walks within small learning communities. Coaches will assist with planning focus lessons, model,	4a.1. Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	4a.1. Lesson Plans Student Portfolios Focus Walk Notes

			and provide support for teachers		
2	4a.2. Teachers are not utilizing an effective instructional delivery model	4a.2. Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	4a.2. Assistant Principals will conduct daily focus walks. Coaches will model the effective instructional delivery methods and support teachers.	4a.2. Review Student Work Student Engagement	4a.2. Teachers are not utilizing an effective instructional delivery model

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	In grades 6-10, 20% of students in each subgroup will make AYP (FCAT Level 3) on the 2013 FCAT administration
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: * (4), Black: 95%(8), Hispanic: *(1), 13%	White: 4%, Black: 95%, Hispanic: 1% 21%

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	5b.1. Teachers are not utilizing an effective instructional delivery model	Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	5b.1. Assistant Principals will conduct daily focus walks. Coaches will model the effective instructional delivery methods and support teachers.	5b.1. Review Student Work Student Engagement	5b.1. Student Work Observations class visits Lesson plans
2	5b.2. Teachers are not teaching benchmarks with comprehension checks	5b.2. Teachers will utilize FCIM and follow all components of the process.	5b.2. Assistant Principals will monitor FCIM process daily. Coaches will model the FCIM process and support	5b.2. Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	5b.2. Student Work Observations class visits Lesson plans

			teachers in lesson planning.		
3	5b.3. Planning for and use of higher-order questioning to promote critical thinking and deeper understanding are not consistently used.	5b.3. Student achievement improves when teachers include higher order questions in lesson plans and instructional delivery. a. Both district and school level mathematics academic coaches will facilitate professional learning communities to help teachers identify and/or develop a protocol for scaffolding to higher-order questions.	5b.3. Assistant Principals will use the math protocol form to ensure that teachers are using the test bank with fidelity. District Math Coach will provide support to school based coach and teachers.	5b.3. The percentage of students who demonstrate growth on mini-assessments, progress monitoring assessments, district benchmarks, standardized assessments, and common assessments created in professional learning communities will increase.	5b.3. Student Work Observations class visits Lesson plans

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	35% of our ELL students not making satisfactory progress in mathematics will decrease.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	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	5c.1. Teachers are not utilizing an effective instructional delivery model	5c.1. Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	5c.1. Assistant Principals will conduct daily focus walks. Coaches will model the effective instructional delivery methods and support teachers.	5c.1. Review Student Work Student Engagement	5c.1. Teachers are not utilizing an effective instructional delivery model
2	5c.2. Teachers are not teaching benchmarks with comprehension checks	5c.2. Teachers will utilize FCIM and follow all components of the process.	5c.2. Assistant Principals will monitor FCIM process daily. Coaches will model the FCIM process and support teachers in lesson planning.	5c.2. Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	5c.2. Teachers are not teaching benchmarks with comprehension checks

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:	In grades 6-10, 25% of Students with Disabilities will increase their developmental score by at one years gain on the 2013 FCAT.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
13%	21%

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	5d.1. Teachers are not teaching benchmarks with comprehension checks	5d.1. Teachers will utilize FCIM and follow all components of the process.	5d.1. Assistant Principals will monitor FCIM process daily. Coaches model the FCIM process and support teachers in lesson planning.	5d.1. Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	Student Work Benchmark results FAIR results Classroom visits
2	5d.2. Teachers are not utilizing an effective instructional delivery model	5d.2. Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	5d.2. Assistant Principals will conduct daily focus walks. Coaches will model the effective instructional delivery methods and support teachers.	5d.2. Review Student Work Student Engagement	Student Work Classroom visits observations Benchmark results
3	5d.3. Some teachers need assistance with how to use their data to drive instruction and determine instructional changes.	5d.3. Teachers will create lessons that help with target areas after each assessment in Math.	5d.3. Assistant Principals will have weekly data chats with teachers and collaborate with coaches on next steps. Coaches will support and model how to use data to drive instruction and change instruction as needed.	5d.3. Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and determine instructional needs	5d.3. Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	In grades 6-10, 40% of Economically Disadvantaged students will score proficiency on the 2012 Math FCAT administration.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Free/Reduced Lunch – 30% (24) scored proficiency on the 2011 FCAT	Free/Reduced Lunch – 40% will score proficiency on the 2012 FCAT

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
	5e.1.	5e.1.	Assistant Principals	Assess student work	Student work

1	Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	Teachers will give students multiple opportunities of guided practice and independent work.	Coaches	Review student Portfolios Cooperative learning	Class visits Observations Benchmark results Lesson Plans
2	5e.2. Teachers are not utilizing an effective instructional delivery model	5e.2. Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	5e.2. Assistant Principals will conduct daily focus walks. Coaches will model the effective instructional delivery methods and support teachers	5e.2. Review Student Work Student Engagement	Student work Class visits Observations Benchmark results Lesson Plans
3	5e.3. Teachers are not implementing daily FCIM Focus lessons in all classes.	5e.3. Teachers will teach an FCIM Focus lesson daily in every class.	5e.3. Assistant Principals will conduct daily focus walks within small learning communities. Coaches will assist with planning focus lessons, model, and provide support for teachers.	5e.3. Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	5e.3. Lesson Plans Student Portfolios Focus Walk Notes
4	High rate of student absences (36% or more students had at least 20 absences for the year)	Referrals to the Attendance Intervention Team, Home visits by the attendance social worker, attendance contracts	Guidance counselor & teachers, attendance social worker	Bi-weekly monitoring by the Principal/Designee, attendance reports, individual student attendance	Daily Excessive Absence Reports (Genesis)
5	Lack of parent involvement (10 or less attended parent conference days or workshops during 09/10 school year)	Parent involvement activities and resources including child care and transportation	Parent Involvement Coordinator	Attendance Reports	Parent Sign-In Logs

End of Middle School Mathematics Goals

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:	
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				

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:	The percentage of High Achievement in Math scoring level 3 on the 2013 Algebra 1 EOC will increase 8 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%	13%

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	1a.1. Planning for and use of higher-order questioning to promote critical thinking and deeper understanding are not consistently used.	1a.1. Student achievement improves when teachers include higher order questions in lesson plans and instructional delivery. a. Both district and school level mathematics academic coaches will facilitate professional learning communities to help teachers identify and/or develop a protocol for scaffolding to higher-order questions	1a.1. Assistant Principals will use the math protocol form to ensure that teachers are using the test bank with fidelity. District Math Coach will provide support to school based coach and teachers.	1a.1. The percentage of students who demonstrate growth on mini-assessments, progress monitoring assessments, district benchmarks, standardized assessments, and common assessments created in professional learning communities will increase.	1a.1. Reports on various assessments. Teacher data notebook. Teacher observation
2	1.a.2. Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	1.a.2. Teachers will give students multiple opportunities of guided practice and independent work.	1.a.2. Assistant Principals Instructional Coaches	1.a.2. Assess student work Review student Portfolios Cooperative learning	Student Work Portfolios Classroom visits Observations Plc's Lesson plans
3	1.a.3. Teachers are not teaching benchmarks with comprehension checks	1.a.3. Teachers will utilize FCIM and follow all components of the process.	1.a.3. Assistant Principals will monitor FCIM process daily. Instructional Coach will model the FCIM process and support teachers in lesson planning.	1.a.3. Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	Student Work Benchmark results Observations Lesson Plans

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Students scoring at or above achievement levels 4 and 5 in Algebra will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%	13%

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Teachers are not utilizing an effective instructional delivery model	2a.1. Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	2a.1. Assistant Principals will conduct daily focus walks. Coaches will model the effective instructional delivery methods and support teachers	2a.1. Review Student Work Student Engagement	Student Work Observations Lesson Plans Class visits
2	Teachers are not teaching benchmarks with comprehension checks	Teachers will utilize FCIM and follow all components of the process.	Assistant Principals will monitor FCIM process daily. Coaches will model the FCIM process and support teachers in lesson planning.	Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	Benchmark results Student work Observations Lesson Plans
3	Teachers lack higher order questions and discourse in many of their lessons.	Teachers will implement high order questions and model how to write and identify cognitive complexity level of questions.	Assistant Principals Coaches	Assess student work and artifacts Classroom focus walks Webb's DOK	Student Portfolios Assessments Observations

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 : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	The student subgroups by ethnicity not making satisfactory progress in Algebra will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%	13%

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
	3b.1. Teaching materials do not challenge students or match the rigor of testing	3b.1. Teachers will implement the district learning schedule and adopted	3b.1. Assistant Principals Coaches	3b.1. Assess classroom artifacts	3b.1. Data Notebooks Student Portfolios

1	expected of students.	materials and resources with fidelity, teachers will use test specifications to structure many of their lessons, and teachers will use Webb'		Classroom focus walks	
2	3b.2. Some teachers need assistance with how to use their data to drive instruction and determine instructional changes.	3b.2. Teachers will create lessons that help with target areas after each assessment in Math.	3b.2. Assistant Principals will have weekly data chats with teachers and collaborate with coaches on next steps. Coaches will support and model how to use data to drive instruction and change instruction as needed.	3b.2. Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and determine instructional needs	3b.2. Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans
3	3b.3. Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	3b.3. Teachers will give students multiple opportunities of guided practice and independent work.	3b.3. Assistant Principals Coaches	3b.3. Assess student work Review student Portfolios Cooperative learning	Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	English Language Learners not making satisfactory progress in Algebra will increase by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%	13%

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	3c.1. Teachers are not teaching benchmarks with comprehension checks	3c.1. Teachers will utilize FCIM and follow all components of the process.	3c.1. Assistant Principals will monitor FCIM process daily. Coaches will model the FCIM process and support teachers in lesson planning.	3c.1. Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	Data Chats Student Work Portfolios Observations Lesson Plans
2	3c.2. Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	3c.2. Teachers will give students multiple opportunities of guided practice and independent work.	3c.2. Assistant Principals Coaches	3c.2. Assess student work Review student Portfolios Cooperative learning	Data Chats Student Work Portfolios Observations Lesson Plans
3	3c.3. Teachers are not utilizing an effective instructional delivery model	3c.3. Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction,	3c.3. Assistant Principals will conduct daily focus walks. Coaches will model the effective instructional	3c.3. Review Student Work Student Engagement	Data Chats Student Work Portfolios Observations Lesson Plans

	guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	delivery methods and support teachers.	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Students not making satisfactory progress in Algebra will decrease by 8%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%	13%

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	3.d.1. Teachers are not implementing daily FCIM Focus lessons in all classes	3.d.1. Teachers will teach an FCIM Focus lesson daily in every class.	3.d.1. Assistant Principals will conduct daily focus walks within small learning communities. Coaches will assist with planning focus lessons, model, and provide support for teachers	3.d.1. Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	3.d.1. Lesson Plans Student Portfolios Focus Walk Notes
2	3.d.2. Teachers will use the Gradual Release Model to ensure student achievement.	The school will administer , District Benchmarks, and Progress Monitoring Assessments to monitor student progress.	3.d.2. Assistant Principals will conduct bi-weekly data chats with bottom quartile students within small learning communities. Coaches will provide support within the classroom and support teachers with intervention strategies	3.d.2. Data Chat with Teachers Classroom Visitations	3.d.2. District assessment; PMA assessments; District Benchmark assessments; classroom visit instrument
3	3d.3. Teachers are not utilizing an effective instructional delivery model	3d.3. Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	3d.3. Assistant Principals Coaches	3d.3. Increase in Benchmark results Review Student Work	3d.3. Printout of reports: PMA assessments; District Benchmark assessments; Classroom visit

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
1	3b.2. Some teachers need assistance with how to use their data to drive instruction and determine instructional changes.	3b.2. Teachers will create lessons that help with target areas after each assessment in Math.	3b.2. Assistant Principals will have weekly data chats with teachers and collaborate with coaches on next steps. Coaches will support and model how to use data to drive instruction and change instruction as needed.	Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and determine instructional needs	3b.2. Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans
2	3c.2. Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	3c.2. Teachers will give students multiple opportunities of guided practice and independent work.	3c.2. Assistant Principals Coaches	3c.2. Assess student work Review student Portfolios Cooperative learning	3c.2. Student work Benchmark Results PMA results Observations Lesson plans
3	3.d.2. Teachers are not implementing daily FCIM Focus lessons in all classes.	3.d.2. Teachers will teach an FCIM Focus lesson daily in every class.	3.d.2. Assistant Principals will conduct daily focus walks within small learning communities. Coaches will assist with planning focus lessons, model, and provide support for teachers.	3.d.2. Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	Student work Benchmark Results PMA results Observations Lesson plans

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:	Students at Achievement Level 3 in Geometry will increase 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

44%	56%
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1a.1 Teachers will use the Gradual Release Model to ensure student achievement.	1a.1 The school will administer district Benchmarks, and Progress Monitoring Assessments to monitor student progress.	1a.1 Assistant Principals will conduct bi-weekly data chats with bottom quartile students within small learning communities. Coaches will provide support within the classroom and support teachers with intervention strategies	1a.1 Data Chat with Teachers Classroom Visitations	PMA assessments; District Benchmark assessments; classroom visit instrument Observations Student work
2	1a.2 Teachers are not teaching benchmarks with comprehension checks	1a.2 Teachers will utilize FCIM and follow all components of the process.	Assistant Principals will monitor FCIM process daily. Coaches model the FCIM process and support teachers in lesson planning	1a.2 Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	PMA assessments; District Benchmark assessments; classroom visit instrument Observations Student work
3	1a.3 Planning for and use of higher-order questioning to promote critical thinking and deeper understanding are not consistently used.	1a.3 Student achievement improves when teachers include higher order questions in lesson plans and instructional delivery. a. Both district and school level mathematics academic coaches will facilitate professional learning communities to help teachers identify and/or develop a protocol for scaffolding to higher-order questions.	1a.3 Assistant Principals will use the math protocol form to ensure that teachers are using the test bank with fidelity. District Math Coach will provide support to school based coach and teachers.	1a.3 The percentage of students who demonstrate growth on mini-assessments, progress monitoring assessments, district benchmarks, standardized assessments, and common assessments created in professional learning communities will increase.	1a.3 Reports on various assessments. Teacher data notebook. Teacher observation lesson plans Observations

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:	Students scoring at or above Achievement Levels 4 and 5 in Geometry will increase by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	56%

Problem-Solving Process to Increase Student Achievement

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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	2a.1. Teachers lack higher order questions and discourse in many of their lessons.	2a.1. Teachers will implement high order questions and model how to write and identify cognitive complexity level of questions.	2a.1. Assistant Principals Coaches	2a.1. Assess student work and artifacts Classroom focus walks Webb's DOK	2a.1. Student Portfolios Assessments Observation Lesson Plan
2	2a.2. Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	2a.2. Teachers will give students multiple opportunities of guided practice and independent work.	2a.2. Assistant Principals Coaches	2a.2. Assess student work Review student Portfolios Cooperative learning	Student Portfolios Assessments Observation Lesson Plan
3	2a.3. Teachers are not implementing daily FCIM Focus lessons in all classes	2a.3. Teachers will teach an FCIM Focus lesson daily in every class.	2a.3. Assistant Principals will conduct daily focus walks within small learning communities. Coaches will assist with planning focus lessons, model, and provide support for teachers.	2a.3. Focus Walks and Observations Student work with Focus strands Evidence of strategies being taught.	Observation Benchmark results Student Work Lesson Plans Portfolios

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 : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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:	Student subgroups no making satisfactory progress in Geometry will decrease by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	56%

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
	3.b.1. Teachers are not utilizing an effective	3.b.1. Teachers will effectively implement	3.b.1. Assistant Principals will	3.b.1. Review Student Work Student Engagement	Lesson Plans Benchmark Results

1	instructional delivery model	an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	conduct daily focus walks. Coaches will model the effective instructional delivery methods and support teachers.		Focus Walks PMA results Portfolios Observations
2	Teachers lack skills in how to implement explicit lessons	Coaches will model for teachers using the Workshop model the implementation of explicit and guided instruction	3.b.2. Assistant Principals monitor daily. Coaches will support teachers.	3.b.2. Improved lesson planning Student Work	Lesson Plans Benchmark Results Focus Walks PMA results Portfolios Observations

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
1	3c.1 Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	3c.1 Teachers will give students multiple opportunities of guided practice and independent work.	3c.1 Assistant Principals Coaches	3c.1 Assess student work Review student Portfolios Cooperative learning	Lesson Plans PMA results Focus Walks Benchmark results Portfolios Observations
2	3c.2 Teachers are not teaching benchmarks with comprehension checks	3c.2 Teachers will utilize FCIM and follow all components of the process.	3c.2 Assistant Principals will monitor FCIM process daily. Coaches model the FCIM process and support teachers in lesson planning	3c.2 Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans Observations
3	3c.3 Some teachers need assistance with how to use their data to drive instruction and determine instructional changes.	3c.3 Teachers will create lessons that help with target areas after each assessment in Math.	3c.3 Assistant Principals will have weekly data chats with teachers and collaborate with coaches on next steps. Coaches will support and model how to use data to drive instruction and change instruction as	3c.3 Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and determine instructional needs	3c.3 Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Students with Disabilities not making satisfactory progress in Geometry will decrease by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	56%

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	3d.1 Teachers are not teaching benchmarks with comprehension checks	3d.1 Teachers will utilize FCIM and follow all components of the process.	3d.1 Assistant Principals will monitor FCIM process daily. Coaches model the FCIM process and support teachers in lesson planning	3d.1 Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans PMA results Benchmark results Observations
2	3d.2 Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	3d.2 Teachers will give students multiple opportunities of guided practice and independent work.	3d.2 Assistant Principals Coaches	3d.2 Assess student work Review student Portfolios Cooperative learning	Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans PMA results Benchmark results Observations
3	3d.3 Some teachers need assistance with how to use their data to drive instruction and determine instructional changes	3d.3 Teachers will create lessons that help with target areas after each assessment in Math.	3d.3 Assistant Principals will have weekly data chats with teachers and collaborate with coaches on next steps. Coaches will support	3d.3 Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and direct their instruction	Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans PMA results Benchmark results Observations

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:	Economically Disadvantaged students not making satisfactory progress in Geometry will decrease by 12%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44%	56%

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	3e.1 Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	3e.1 Teachers will give students multiple opportunities of guided practice and independent work.	3e.1 Assistant Principals Coaches	3e.1 Assess student work Review student Portfolios Cooperative learning	Student work Observations Benchmark results Lesson plans
2	3e.2 Some teachers need assistance with how to use their data to drive instruction and determine instructional changes.	3e.2 Teachers will create lessons that help with target areas after each assessment in Math.	3e.2 Assistant Principals will have weekly data chats with teachers and collaborate with coaches on next steps. Coaches will support and model how to use data to drive instruction and change instruction as needed	3e.2 Review of Teacher Data books and conference logs with students Coaches will assist teachers with how to analyze data and determine instructional needs	3e.2 Weekly data chats Student data chats Data Notebooks Evidence in Lesson Plans
3	3e.3 Teachers are not teaching benchmarks with comprehension checks	3e.3 Teachers will utilize FCIM and follow all components of the process.	3e.3 Assistant Principals will monitor FCIM process daily. Coaches model the FCIM process and support teachers in lesson planning.	3e.3 Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	Observations Lesson Plans Benchmark Results PMA results

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
Lesson Plan Development	6-12	Coaches	All Teachers 6-12 All subjects	8/14/12 9/4/12	Classroom visits Student Data Observations Student Work	Principal and AP
FCIM	6-12	Coaches	All teachers All subjects	8/14/12	Benchmark results Classroom visits Student Work	Principal and AP
Higher Order Questioning	6-12	Coaches	All teachers 6-12 All Subjects	9/12/12 On-going	Observations Benchmark results Classroom visits Student Work	Principal and AP
Unpacking benchmarks	6-12	Coaches	All teachers 6-12 All Subjects	Early release Wednesday	Lesson Plans; Teacher observation	Principal and AP

Mathematics 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 Mathematics Goals

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:		In grades 8th and 11th, 20% of students will score proficiency on the 2013 FCAT administration			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
4%		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	Due to Grand Park being an alternative school, students are only placed here for an allotment of time (i.e. 45, 60, or 90 days)	Infuse a variety of instructional strategies into classrooms' daily curriculum, as well as, provide explicit instruction in the areas of reading, math, & science.	Principal or designee	Bi-weekly teacher observations & quarterly curriculum reviews	CAST Observation System
2	Over 30% of Grand Park's students have excessive absences	Implement a school-wide behavior management system which utilizes weekly point sheets that require students to attend and perform academically	Interventionist	Weekly analysis of attendance rate	Daily Excessive Absence Report (Genesis)

3	Minimum number of lab activities and lab experiences for students	Provide science teachers with the resources and professional development on science applications.	Assistant Principal	Diagnostic Testing and teacher observation	Science Benchmarks, PMAs, Snapshots, Classroom Walk-Through Forms
4	High rate of student absences (36% or more students had at least 20 absences for the year)	Referrals to the Attendance Intervention Team, home visits by the attendance social worker, attendance contracts	Guidance Counselor & Teachers, Attendance Social Worker	Bi-weekly monitoring by the Principal/Designee, attendance reports, individual student attendance	Daily Excessive Absence Reports (Genesis)
5	1A.1. Teachers do not consistently assess and review student data and work.	1A.1. Teachers will recommend students for small group instruction and coaches will create lessons using benchmarks to model to assist with student mastery.	1A.1. Assistant Principals Coaches	1A.1. Review and assess student work with writing embedded in the small group instruction.	1A.1. Student Data/Trends Student Portfolios Benchmark Results Classroom Visits
6	1A.2. Teaching materials do not challenge students or match the rigor of testing expected of students.	1A.2. Teachers will implement the district learning schedule and adopted materials and resources with fidelity to include Higher Order Questioning and Discourse.	1A.2. Assistant Principals Coaches	1A.2. classroom artifacts Classroom focus walks	1A.2. Data Notebooks Student Portfolios Benchmark Results Classroom Visits

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:

Students scoring at or above Achievement Levels 4 and 5 in Science will increase by 8%.

2012 Current Level of Performance:

2013 Expected Level of Performance:

4%					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 rigor in the classroom	Professional development trainings/workshops, peer teacher collaboration	Instructional Coach , Leadership Team	Classroom Walk-Through, Snap-Shots, Quarterly Curriculum Reviews	Instructional Focus Lessons, Progress Monitoring Assessments (PMAs), Benchmark Assessments
2	2a.2 Lack of use of gradual release process.	2a.2 Teachers will use the Gradual Release Model to ensure student achievement.	2a.2 Assistant Principals will conduct bi-weekly data chats with bottom quartile students within small learning communities. Coaches will provide support within the classroom and support teachers with intervention strategies.	Classroom Walk-Through, Snap-Shots, Quarterly Curriculum Reviews	Printout of reports: asassessment; PMA assessments; District Benchmark assessments; classroom visit instrument
3	Lack of method to assess instructional needs of teachers.	Implementing a successful method of determining instructional needs of science teachers	Student science achievement will increase when students are provided with appropriate instructional materials.	Science instructional materials inventory ensuring that all materials are available to teachers	Increase in the percentage of students who score 70% or higher on district progress monitoring assessments. Observation Student Work

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:	Students scoring at Achievement Level 3 in Biology will increase by 5%
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%	57%

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	1a.1 Ensuring that all 10th grade students receive instruction in preparation for the science FCAT.	1a.1 Student achievement on science state mandated assessments will increase when the students receive targeted science instruction and are enrolled in appropriate science courses.	Assistant Principal Instructional Coach	Review and analyze student achievement on benchmark and PMA assessments	PMA results Benchmark Results Observations Lesson Plans Classroom visits Student Work
2	Implementing a successful method of determining instructional needs of science teachers.	Student science achievement will increase when students are provided with appropriate instructional materials.	Assistant Principal Instructional Coach	Science instructional materials inventory ensuring that all materials are available to teachers	PMA results Benchmark Results Observations Lesson Plans Classroom visits Student Work
3	Consistent method of reviewing annual assessed benchmarks	Implement an instructional focus calendar to address annually assessed benchmarks.	Assistant Principal Instructional Coach	Targeted assessments to measure growth in students. Data chats with students.	Data collected, analyzed and discussed by teachers during PLC time

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:	Students scoring at or above Achievement Level 4 in Biology will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%	57%

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
	Planning for and use of higher-order questioning to promote critical thinking and deeper understanding	Student achievement improves when teachers include higher order questions in lesson plans and	Assistant Principals will use the science protocol form to ensure that	The percentage of students who demonstrate growth on mini-assessments, progress monitoring	Reports on various assessments. Teacher data notebook.

1	are not consistently used.	instructional delivery.	teachers are using the test bank with fidelity.	assessments, district benchmarks, standardized assessments, and common assessments created in professional learning communities will increase.	Teacher observation
2	Consistent method of reviewing annual assessed benchmarks	Implement an instructional focus calendar to address annually assessed benchmarks.	Assistant Principal Instructional Coach	Targeted assessments to measure growth in students. Data chats with students.	Data collected, analyzed and discussed by teachers during PLC time
3	2a.3 Teachers will use the Gradual Release Model to ensure student achievement.	District Benchmarks, and Progress Monitoring Assessments to monitor student progress	Assistant Principals will conduct bi-weekly data chats with bottom quartile students within small learning communities. Coaches will provide support within the classroom and support teachers with intervention strategies.	Data Chat with Teachers Classroom Visitations	PMA assessments; District Benchmark assessments; classroom visit instrument

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
Analyzing student data	6-12	Instructional Coach	All Subjects	Weekly Professional Development	Benchmark Results PLC meetings Lesson Plans Mini Assessment Results	Principal Assistant Principal Principal Coaches
Higher Order Questioning and Discourse	6-12	Instructional Coach	All Subjects	9/12/12 On-going PD	Classroom visits Observations Student Work Lesson Plans	Principal Assistant Principal Principal Coaches
FCIM	6-12	Instructional Coach	All Subjects	8/14 On-going	Classroom visits Observations Student Work Lesson Plans	Principal Assistant Principal Principal Coaches

Science Budget:

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

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

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	During the 2011-2012 school year, 55% of students will score a 4.0 or higher on the FCAT writing
2012 Current Level of Performance:	2013 Expected Level of Performance:
8th - 61%, 10th - 72% Scored a 3.0 or greater on the 2013 FCAT Writing 375	8th - 75%, 10th, 85% will score a 4.0 or greater on the 2013 FCAT Writing 45%

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	Poor attendance rate (69% of students had at least 10 absences or more)	Teachers will implement writing daily in all core classes.	Principal or Designee	Monitoring of lesson plans and PLC data	Snapshot/Spot Check forms
2	Lack of writing opportunities occurring in core classes	District timed writings, will be used to monitor for student growth & bi-monthly remediation during Eagle Forums which focus on employing writing strategies	Principal or Designee	Monitoring of lesson plans and PLC data	District Timed Writing & results of formal/informal assessments
3	Teachers are not using data to drive their instruction for writing.	Teachers will use anchor sets and the 6 point rubric and District Writing results to drive writing instruction.	Assistant Principals Reading Coaches	Student Writing Chats Writing Reports Analyzing Student work	Student Portfolios Writing Results Observation Classroom Visits
4	Teachers are not modeling the writing process using standard writing conventions	Teachers will provide students with daily examples and opportunities requiring students to use standard writing conventions	Assistant Principals Reading Coaches	Quick Writes Current Day Events Exit Slips Paragraphs Reading Responses	Student Portfolios Observations Classroom Visits Writing Results
5	Social Studies and Elective teachers will infuse writing in their daily instruction	Teachers will provide opportunities for students to write during the work period and/or	Assistant Principals Reading Coaches	Quick Writes Current Day Events Exit Slips	Student Portfolios Observations Classroom Visits Writing Results

closing.

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
Cross-Content Writing	6-12	School Based and District Coaches	School-wide	10/12/12	Classroom Focus Walk Student Work	Administrators Coaches
Rubric and Anchor paper training	6-12	Coaches	ELA, Reading, Social Studies	10/19/12	Student Work Classroom Observations Writing Results	Administrators Coaches
Higher Order Questioning and Discourse	6-12	Coaches	All Teachers All all grade levels	9/12/10	Classroom Observations Student Work Writing Results	Administrators Coaches

Writing Budget:

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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 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:

1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	13% of students will score at Achievement Level 3 in Civics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0	13%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers are not all following the learning schedule at the appropriate pace to cover tested benchmarks.	Teachers will follow learning schedule and teach all benchmarks tested in civics	Assistant Principal Principal	Classroom Visits Observations PLC collaboration 5QA's	Student Work Classroom Visits Observations Results of assessments
2	Teachers are not utilizing an effective instructional delivery model	Teachers will effectively implement an instructional delivery model that includes explicit instruction, modeled instruction, guided practice, and independent practice to engage students in active learning as well as including lesson assessment.	Assistant Principals will conduct daily focus walks. Reading Coaches will model the effective instructional delivery methods and support teachers.	Review Student Work Student Engagement Review teacher assessments	Student work Observations Lesson plans Class visits
3	Teachers are not practicing the gradual release model.	Teachers will use the Gradual Release Model to ensure student achievement.	Principal Asst. Principal Coaches	Analyzing student work PLC visits Review Lesson plans	Student work Classroom visits Observations lesson plans

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	8% of our students will score at a level 4 or 5 on the
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Civics Goal #2:	Civics EOC.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	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	Teachers are not asking students questions at the same level of rigor they will be assessed.	Teachers will employ higher order questions and plan them in their lessons.	Principal Assistant Principal Coaches	Analyzing student work Reviewing assessment results PLC collaboration visits	5QA results Classroom visits Observations Student Work
2	Teachers are not practicing the gradual release process to maximize student learning.	Teachers will use the Gradual Release Model to ensure student achievement.	Principal Assistant Principal Coaches	Analyzing Student work Conducting Observations Classroom visits PLC visits	Student work Observations Class visits Lesson plans

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Plan Development	6-12	Reading Coach and Instructional Coach	All Subjects	8/14/12 9/4/12	Observations, Class visits	Principal and AP
Higher Order Questioning	6-12	Reading Coach and Instructional coach	All Subjects	9/13/12 On-going for next early Release date	Analyzing Student Work Benchmark Results FAIR results Classroom Observations	Principal and AP

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

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 Civics Goals

U.S. History 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 U.S. History. U.S. History Goal #1:	10% of students will score at Achievement Level 3 in U.S. History.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%	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	Planning for and use of higher-order questioning to promote critical thinking and deeper understanding are not consistently used.	Student achievement improves when teachers include higher order questions in lesson plans and instructional delivery.	Assistant Principals will use the math protocol form to ensure that teachers are using the test bank with fidelity	The percentage of students who demonstrate growth on mini-assessments, progress monitoring assessments, district benchmarks, standardized assessments	Reports on various assessments. Teacher data notebook. Teacher observation
2	Consistent method of reviewing annual assessed benchmarks	Implement an instructional focus calendar to address annually assessed benchmarks.	Assistant Principal Coaches	Targeted assessments to measure growth in students. Data chats with students.	Data collected, analyzed and discussed by teachers during PLC time
3	Teachers are not teaching benchmarks with comprehension checks	Teachers will utilize FCIM and follow all components of the process.	Assistant Principals will monitor FCIM process daily. Coaches model the FCIM process and support teachers in lesson planning.	Review data from district benchmarks and progress monitoring assessments to assess student learning. Student engagement	Data collected, analyzed and discussed by teachers during PLC time

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:	8% of students will score at above Achievement Levels 4 and 5 in U.S. History.
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2012 Current Level of Performance:			2013 Expected Level of Performance:		
0%			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	Planning for and use of higher-order questioning to promote critical thinking and deeper understanding are not consistently used.	Student achievement improves when teachers include higher order questions in lesson plans and instructional delivery.	Assistant Principals will use the math protocol form to ensure that teachers are using the test bank with fidelity.	The percentage of students who demonstrate growth on mini-assessments, progress monitoring assessments, district benchmarks, standardized assessments, and common assessments created in professional learning communities will increase.	Reports on various assessments. Teacher data notebook. Teacher observation
2	Teachers give limited opportunities for students to master concepts (i.e. students don't have enough practice time.)	Teachers will give students multiple opportunities of guided practice and independent work.	Assistant Principals Coaches	Assess student work Review student Portfolios Cooperative learning	Student work Observation Benchmark Results PMA results classroom visits Data notebooks
3	Teachers will use the Gradual Release Model to ensure student achievement.	The school will administer FAIR, District Benchmarks, and Progress Monitoring Assessments to monitor student progress	Assistant Principals will conduct bi-weekly data chats with bottom quartile students within small learning communities. Reading Coaches will provide support within the classroom and support teachers with intervention strategies	Data Chat with Teachers Classroom Visitations	Printout of reports: FAIR assessment; PMA assessments; District Benchmark assessments; classroom visit instrument

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
Higher Order Questioning	6-12	Coaches	All Subjects	9/12/12 ongoing	Observations, Class visits	Principal and AP
Differentiated Instruction	6-12	Coaches	All Subjects	Date to be determined then ongoing	Analyzing Student Work Benchmark Results FAIR results Classroom	Principal and AP

					Observations	
Data Management	8-12	Coaches	All Subjects	Early Release	Analyzing Student Work Benchmark Results FAIR results Classroom Observations	Principal and AP

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
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 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:	Students will decrease excessive absences by 10% in comparison to the 2011-2012 school year.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
36% of students have excessive absences (21 or more)	25% of students have excessive absences (21 or more)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
69% of students had excessive absences (10 or more)	40% of students will have excessive absences (10 or more)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
49% students have excessive tardies (10 or more)	45 students have excessive tardies (10 or more)

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	Large number of students with multiple retentions	Standards-Based Promotion	Curriculum Manager	Monthly monitoring of attendance	Excessive Absence Report (Genesis)
2	Lack of parent involvement (10 or less attended parent conference days or workshops during 10/11 school year)	Increased parent communication, as well as, parental involvement activities and resources including, but not limited to child care and public transportation	Parent Involvement Coordinator	Attendance Reports	Parent Sign-In Logs
3	High rate of student absences (36% or more students had at least 20 absences for the year)	Referrals to the Attendance Intervention Team, home visits by the attendance social worker, attendance contracts, & mentoring	Guidance counselor, teachers, & attendance social worker	Bi-weekly monitoring by the Principal/Designee, attendance reports, individual student attendance	Daily Excessive Absence Reports (Genesis)
4	Student suspensions make it difficult for students to attend school on a regular basis	Classroom interventions are to be conducted daily before teachers resort to writing referrals.	Principal Assistant Principal Counselors Interventionist	Reviewing On- Course Attendance Monitor Genesis Monthly attendance analysis Review AIT plan	On- Course Genesis Attendance analysis
5	Poor decision making choices on behalf of the students.	Guidance Counselors See children data and counsel them on "making good choices" via individual and group counseling.	Principal Assistant Principal Counselors Interventionist	Reviewing On- Course Attendance Monitor Genesis Monthly attendance analysis Review AIT plan	On- course Genesis Attendance analysis

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
AIT Team meetings	6-12	AP	ALL Staff	Monthly	Reviewing On- Course Attendance Monitor Genesis Monthly attendance analysis Review AIT plan	AP Principal Interventionist Counselor
CHAMPS training	6-12	AP	All Staff	Monthly	Reviewing On- Course Attendance Monitor Genesis Monthly attendance analysis Review AIT plan	AP Principal Interventionist Counselor
					Reviewing On- Course	

Time Management PD	6-12	AP	ALL Staff	To be announced	Attendance Monitor Genesis Monthly attendance analysis Review AIT plan	AP Principal Interventionist Counselor
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Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Grand Park will reduce the number of suspensions by 5% in the 2012-2013 school year
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
n/A	n/a
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
n/a	n/a
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
118	125

2012 Total Number of Students Suspended Out-of-School		2013 Expected Number of Students Suspended Out-of-School			
113		125			
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 enrolled at Grand Park are unable to attend the Alternative to Out of School Suspension Program (ATOSS)	Provide behavior contracts, parent conferences, mentoring (PAL), counseling, and use of community resources	Principal and Assistant Principal	Monitoring of discipline reports, teacher and counselor data notebooks, and parent conference	Discipline Reports (Genesis)
2	Lack of parent involvement (10 or less attended parent conference days or workshops during 11/12 school year)	Infuse parent involvement activities throughout the school day and provide resources such as child care and transportation	Parent Involvement Coordinator	Attendance Reports	Parent Sign-In Logs
3	Over 30% of students have excessive absences	Implement a school-wide behavior management system which utilizes weekly point sheets that require students to attend and perform academically	Interventionist	Measure of the amount of referrals received and weekly monitoring of attendance rates	Daily Excessive Absence Report & Discipline Tally & Actions Violation Report (Genesis)
4	Lack of parent involvement (10 or less attended parent conference days or workshops during 12/13 school year.	Infuse parent involvement activities throughout the school day and provide resources such as child care and transportation	Parent Involvement Coordinator	Attendance Record	Parent Sign-In logs

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
Infusing Academic/Behavior Intervention Strategies in Your Classroom	6-12	Coaches Interventionist	Infusing Academic/Behavior Intervention Strategies in Your Classroom	Early Release Wednesdays	Classroom Walk-Throughs and Monitoring of Lesson Plans	Principal Asst. Principal Coaches Interventionist Guidance
Character Development workshops	6-12	Guidance Coaches	All Subjects	Early Release Wednesdays	Classroom Walk-Throughs and Monitoring of Lesson Plans	Principal Asst. Principal Coaches Interventionist Guidance
CHAMPS training	6-12	Interventionist	All Subjects	Early release Wednesday	Classroom Walk-Throughs and Monitoring of Lesson Plans	Principal Asst. Principal Coaches Interventionist Guidance

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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:		During the 2012-2013 school year, the number of students dropping out of school will reduce by 1.5%.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout Rate:		2013 Expected Dropout Rate:			
7% of students dropped-out before the end of the 2011-2012 YEAR.		2.5% of students will drop-out before the end of the 2012-2013 year.			
2012 Current Graduation Rate:		2013 Expected Graduation Rate:			
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	The lack of Career and Technology Education program (CTE)	Solicit business partners to donate their time and resources bi-weekly	Interventionist	Number of students participating with our community resources	Student/Teacher/Parent surveys

2	Lack of after-school activities that inspire interest in a variety of areas and eliminates information loss	Elective and content area teachers will incorporate career, social, and life skill preparations weekly. As well, Eagle Forums will provide students with enrichment activities which focus on students career interests	Assistant Principal	Increased attendance rates	Student/Teacher/Parent surveys
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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
Classroom Guidance	6-12	Guidance	All Subjects	November December	Classroom visits Sign in logs Suspension logs	Principal Assistant Principal Interventionist
Interventions and Strategies	6-12	Interventionists Guidance Coaches	All Subjects	November December	Classroom visits Sign in logs Suspension logs	Principal Assistant Principal Interventionist

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	Grand Park will increase its parent participation by 15%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Averaging 6 attendees per activity/workshop	Averaging 14 attendees per activity/workshop

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 reliable transportation and/or childcare	Parent involvement activities and resources including providing child care and transportation	Parent Involvement Coordinator	Attendance Reports	Parent Sign-In Logs
2	Lack of parent involvement (10 or less attended parent conference days or workshops during 10/11 school year)	Increase communication of parent involvement activities by frequently calling home, providing food, and incentives for attending	Parent Involvement Coordinator	Attendance Reports	Parent Sign-In Logs
3	Parents identified with their child's home school; not Grand Park. Thus, it was difficult to engage them and get them involved.	We will offer parent counseling sessions; parent training sessions; offer bus tokens so parents will have transportation to meetings; offer flexible meeting times.	Principal Asst. Principal Guidance	Parent Night Log in Parent communication logs	Parent Night Log in Parent communication logs
4	It has been a challenge to empower parents in the quest to support their children's academic achievement; social and emotional development & growth from the moment they enter school until they exit into the workforce and/or college	Grand Park will provide parents, community members, and all other stakeholders with activity centered training. In addition, parental engagement will increase with the use of technical assistance utilized by teachers	Principal Assistant Principal Interventionist Guidance	Parent Visit Parent Night Log in Parent communication logs	Parent Visit Parent Night Log in Parent communication logs
5	Parents have not had a place dedicated to inquiring about student progress.	Commit to having a fully operational Parent Resource Center	Principal Assistant Principal Interventionist Guidance	Parent Visit Parent Night Log in Parent communication logs	Parent Visit Parent Night Log in Parent communication logs

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
Parent Nights	6-12	Coaches Interventionists AP	All Subjects All Grades	December January March	Monitoring of Parent Communication Logs	Principal Assistant Principal Parent Liaison
Parent Workshops	6-12	Principal Asst. Principal	All Subjects All Grades	December January March	Monitoring of Parent Communication Logs	Principal Assistant Principal Parent Liaison

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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)

School Safety Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. School Safety Goal School Safety Goal #1:			Grand Park will increase awareness and overall participation on the Foundations Team by 52% to assist in improving the quality of safety of Grand Park		
2012 Current level:			2013 Expected level:		
DOC – 14 and FIT - 24			DOC - 10 and FIT - 11		
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 financial resources	Solicit financial contributions and/or resources from various community members for intervention programs	Activities Coordinator	Evaluation of the programs and interventions via surveys and a data analysis of discipline referrals	Surveys & discipline reports (via Genesis)
2	Newer teachers are unaware of strategies and interventions needed to teach students with various discipline backgrounds	Implement and train students on CHAMPS, CRISS strategies as well as strategies that engage students.	Interventionists Coaches Guidance	Classroom Observations Analyzing discipline reports	Surveys & discipline reports (via Genesis)

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
CHAMPS Training	6-12	Interventionists	ALL Subjects	Early Release	Reviewing On- Course Attendance Monitor Genesis Monthly attendance analysis Review AIT plan	AP Principal Interventionist Counselor
Engaging students in the classroom training	6-12	Coaches	All Subjects	To be announced	Reviewing On- Course Attendance Monitor Genesis Monthly attendance analysis Review AIT plan	AP Principal Interventionist Counselor

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 School Safety Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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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 (Uploaded on 10/22/2012)

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.

Projected use of SAC Funds	Amount
Funds used to purchase student incentives and student supplies to enhance classroom instruction.	\$452.00

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

The SAC will review the School Improvement Plan and monitor. The SAC will also review and monitor the Parent Involvement Plan. SAC meets monthly to discuss the budget, incentive programs, student progress, school data, school discipline, and student interventions.

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