FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: DARNELL COOKMAN MIDDLE/HIGH SCHOOL

District Name: Duval

Principal: Mark E. Ertel

SAC Chair: Dr. Faoud Ghannam

Superintendent: Ed Pratt-Dannals

Date of School Board Approval:

Last Modified on: 10/23/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Mark Ertel	ABD in Educational Leadership. Educational Leadership -all	5.5	10	Principal- Darnell-Cookman Middle/High School. Current year: 2012-2013 Principal-Darnell-Cookman Middle/High School. School year 2011-2012. Grade: A. Proficiency: Reading Mastery: 76%. Math Mastery: 81%. Science Mastery: 71%. Learning Gains: Reading 70%; Math 75%. Lowest Quartile: Reading 79%; Math 76%. AYP: No. Principal-Darnell-Cookman Middle/High School. School year 2010-2011. Grade: A. Proficiency: Reading Mastery: 78%. Math Mastery: 86%. Science Mastery: 70%. Learning Gains: Reading 64%; Math 75%. Lowest Quartile: Reading 62%; Math 69%. AYP: No. Principal-Darnell-Cookman Middle/High School. School year 2009-2010. Grade: A. Proficiency: Reading Mastery: 82%. Math Mastery: 88%. Science Mastery: 77%. Learning Gains: Reading 69%; Math 78%.

		levels, General Science 5-9			Lowest Quartile: Reading 72%; Math 79%. AYP: Yes. Principal-Darnell-Cookman Middle/High School. School year 2008-2009. Grade: A. Proficiency: Reading Mastery: 84%. Math Mastery: 90%. Science Mastery: 81%. AYP: Yes. Principal-Darnell-Cookman Middle/High School. School year 2007-2008. Grade: A. Proficiency: Reading Mastery: 88%. Math Mastery: 90%. Science Mastery: 69%. AYP: Yes. Principal- Landon Middle School in 2006-2007. Grade: D. Reading Mastery: 46%. Math Mastery: 41%. Science Mastery: 17%. AYP: No.
Assis Principal	Dessie Mathews	ABD in Educational Leadership. Administration/Supervision, Family and Consumer Science	21	21	Assistant Principal- Darnell-Cookman Middle/High School. Current year: 2012-2013 Assistant Principal-Darnell-Cookman Middle/High School. School year 2011-2012. Grade: A. Proficiency: Reading Mastery: 76%. Math Mastery: 81%. Science Mastery: 71%. Learning Gains: Reading 70%; Math 75%. Lowest Quartile: Reading 79%; Math 76%. AYP: No. Assistant Principal-Darnell-Cookman Middle/High School. School year 2010-2011. Grade: A. Proficiency: Reading Mastery: 78%. Math Mastery: 86%. Science Mastery: 70%. Learning Gains: Reading 64%; Math 75%. Lowest Quartile: Reading 62%; Math 69%. AYP: No. Assistant Principal-Darnell-Cookman Middle/High School. School year 2009-2010. Grade: A. Proficiency: Reading Mastery: 82%. Math Mastery: 88%. Science Mastery: 77%. Learning Gains: Reading 69%; Math 78%. Lowest Quartile: Reading 72%; Math 79%. AYP: Yes. Assistant Principal-Darnell-Cookman Middle/High School. School year 2008-2009. Grade: A. Proficiency: Reading Mastery: 84%. Math Mastery: 90%. Science Mastery: 81%. AYP: Yes. Assistant Principal-Darnell-Cookman Middle/High School. School year 2007-2008. Grade: A. Proficiency: Reading Mastery: 88%. Math Mastery: 90%. Science Mastery: 69%. AYP: Yes.
Assis Principal	Tabbatha Morris	M.Ed. School Counseling English 6-12, Reading Endorsement; ESOL Endorsement; Guidance Counseling 6-12	5	3	Administrative Assistant- Darnell Cookman Middle/High School. Current year: 2012-2013 Assistant Principal-Darnell-Cookman Middle/High School. School year 2011-2012. Grade: A. Proficiency: Reading Mastery: 76%. Math Mastery: 81%. Science Mastery: 71%. Learning Gains: Reading 70%; Math 75%. Lowest Quartile: Reading 79%; Math 76%. AYP: No. Administrative Assistant-Darnell-Cookman Middle/High School. School year 2010-2011. Grade: A. Proficiency: Reading Mastery: 78%. Math Mastery: 86%. Science Mastery: 70%. Learning Gains: Reading 64%; Math 75%. Lowest Quartile: Reading 62%; Math 69%. AYP: No. School Counselor-Darnell-Cookman Middle/High School. School year 2009-2010. Grade: A. Proficiency: Reading Mastery: 82%. Math Mastery: 88%. Science Mastery: 77%. Learning Gains: Reading 69%; Math 78%. Lowest Quartile: Reading 72%; Math 79%. AYP: Yes. School Counselor-Darnell-Cookman Middle/High School. School year 2008-2009. Grade: A. Proficiency: Reading Mastery: 84%. Math Mastery: 90%. Science Mastery: 81%. AYP: Yes.
					Administrative Assistant- Darnell Cookman

Assis Principal	Jay Marinelli	ABD in Educational Leadership. Educational Leadership – all levels, Elementary Education 1-6, Exceptional Student Education K-12, English to Speakers of other Languages (ESOL)	4	4	Middle/High School. Current year: 2012-2013 Assistant Principal-Darnell-Cookman Middle/High School. School year 2011-2012. Grade: A. Proficiency: Reading Mastery: 76%. Math Mastery: 81%. Science Mastery: 71%. Learning Gains: Reading 70%; Math 75%. Lowest Quartile: Reading 79%; Math 76%. AYP: No. Administrative Assistant-Darnell-Cookman Middle/High School. School year 2010-2011. Grade: A. Proficiency: Reading Mastery: 78%. Math Mastery: 86%. Science Mastery: 70%. Learning Gains: Reading 64%; Math 75%. Lowest Quartile: Reading 62%; Math 69%. AYP: No. School Counselor-Darnell-Cookman Middle/High School. School year 2009-2010. Grade: A. Proficiency: Reading Mastery: 82%. Math Mastery: 88%. Science Mastery: 77%. Learning Gains: Reading 69%; Math 78%. Lowest Quartile: Reading 72%; Math 79%. AYP: Yes. School Counselor-Darnell-Cookman Middle/High School. School year 2008-2009. Grade: A. Proficiency: Reading Mastery: 84%. Math Mastery: 90%. Science Mastery: 81%. AYP: Yes.
Assis Principal	Matthew Kirk	Masters in Educational Leadership BA in Communications and English Certified in Educational Leadership All Levels and ELA Instruction Grades 6-12			First year at Darnell-Cookman Middle/High. First year as an administrator. Previous School: Englewood High School Previous Positions Held: ELA Teacher ELA Department Chair ELA Instructional Coach Standards Coach Small Learning Community Grant Coordinator

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)

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. Partnering new teachers with veteran staff	Administration School Leadership Team Professional Development Facilitator	On-going (August 2012-13)	

2	2. Bi-weekly professional development via Professional Learning Communities	Administration School Leadership Team Professional Development Facilitator	On-going (August 2012-13)	
3	3. Formal and informal observations	Administration	On-going (August 2012-13)	
4	4. Curriculum Integration for all subjects to include medical standards	Administration School Leadership Team Professional Development Facilitator Medical Integration Teacher	On-going (August 2012-13)	

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
No data submitted.	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
100	9.0%(9)	21.0%(21)	41.0%(41)	29.0%(29)	40.0%(40)	76.0%(76)	5.0%(5)	4.0%(4)	12.0%(12)

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
Scott Sowell	Catherine Regan	Science Certification and Professional Development Facilitator	Bi-monthly meetings, voluntary observations for feedback from mentor
Jason Riggio	Linda Finney	Counseling certification and experience	Bi-monthly meetings, voluntary observations for feedback from mentor
Jason Riggio	Lena Gilber	Counseling certification and experience	Bi-monthly meetings, voluntary observations for feedback from mentor

Jason Riggio	Ericka Mack	Counseling certification and experience	Bi-monthly meetings, voluntary observations for feedback from mentor
Aaron Walker	Christoper Pannella	Medical coach and long-time teacher	Bi-monthly meetings, voluntary observations for feedback from mentor
Robyn Reese	Kristen Reese	School Leadership Team member and department chair	Bi-monthly meetings, voluntary observations for feedback from mentor
Scott Sowell	Kimberly Rowan	Professional Development facilitator	Bi-monthly meetings, voluntary observations for feedback from mentor
Scott Sowell	Daniel Schneck	Professional Development facilitator	Bi-monthly meetings, voluntary observations for feedback from mentor
Marian Phillips	Eric Yi	Physical Education certification and Physical Education department chair	Bi-monthly meetings, voluntary observations for feedback from mentor
Scott Sowell	Bryan Sansbury	Professional Development facilitator	Bi-monthly meetings, voluntary observations for feedback from mentor
Kelly Brickwood	Shalawa Triggs	CET certified and experienced teacher	Bi-monthly meetings, voluntary observations for feedback from mentor
Lucretia Miller	Christina Talbot	Science certification and teaching experience	Bi-monthly meetings, voluntary observations for feedback from mentor

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

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.

Identify the school-based RtI Leadership Team.

Identify the school-based MTSS leadership team.

Mark Ertel-Principal: provides direction and leadership to the School Leadership Team

Tabbatha Morris-Assistant Principal over Curriculum: facilitates the SLT

Bonnie Sandler-Math Dept. Chair: provides direction for math data/interventions

Lisa Clancy-ELA Dept. Chair: provides direction for reading/writing data/interventions

Scott Sowell-Science Dept. Chair/Professional Development Coordinator: provides direction for incorporating reading, writing, and math strategies/interventions

Charles Renz-Social Studies Dept. Chair/VIC Co-Chair: provides direction for incorporating reading, writing, and math strategies/intervention in social studies courses.

Robyn Reese- Elective Dept. Chair/School Leadership Team member/VIC chairperson: provides direction for incorporating reading, writing, and math strategies/interventions

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

The SLT coordinates the activities of the school committees as a whole. This will ensure that committees are coordinating their efforts with regards to the School Improvement Plan.

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 SLT, and consequently the RTI team, will review school data monthly to monitor, problem-solve, and implement school improvement goals. The RTI process will be geared towards helping in all areas of the SIP and identifying areas that the school (tier 1) can improve, the teams (tier 2), and individual interventions (tier 1) for students needing additional help as

identified by both the SLT and the specific grade level teams.

The RTI process:
1) Pre-identification of students for the initial “watch list” using prior school year assessment information

2) Week 5 (progress reports) update of student trends to include benchmark assessments, course grades, teacher feedback, attendance and discipline data. This information will be used to identify tier 1, tier 2, and tier 3 interventions needed for improvement. The SLT will then use this information to modify and implement school wide initiatives for improvement in specific areas in conjunction with the Foundations team, content department areas, grade level teams, and administration.

3) Week 10 (report cards) information from same areas above will be reviewed for continued adjustment using the Florida Continuous Improvement Model throughout the school.

4) Updates and modification will happen at each progress report and report card dates according to the Florida Continuous Improvement Model (on-going throughout the school year).

5) The School Leadership Team also tracks targeted baseline and mini-assessment data to ensure teachers are strategically planning their instruction and interventions based on student need

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.

Baseline data:
• Florida Comprehensive Assessment Test (FCAT)
• Florida Assessment for Instruction in Reading (FAIR)
End-of-Course exams
• MAP/CAST assessments
• District Benchmarks
• Office Discipline Referrals
• Attendance reports

On-Going FCIM Data:
Professional Learning Community created and baseline driven student mini-assessments to measure student mastery of specific strands

Quarterly data:
• District Benchmarks
• Progress Monitoring Assessments (PMA)
• Progress report/report card grades
• Attendance reports
• Office discipline referrals

End of Year data:
• Florida Comprehensive Assessment Test (FCAT)
• Florida Assessment for Instruction in Reading (FAIR)
• District Benchmarks
• Office discipline referrals
• Attendance reports

Describe the plan to train staff on MTSS.

RTI training was held with all faculty during the 2011-2012 school year during pre-planning week as a refresher. Monthly faculty meeting professional development provided to faculty as areas for needed training are identified. Weekly team meetings will also contain RTI training.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School Leadership Team will assume the duties of the Literacy Leadership Team in reviewing school wide assessment data and developing initiatives for improvement for all faculty members in the area of literacy.

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Mark Ertel-Principal: provides direction and leadership to the School Leadership Team

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Robyn Reese- Elective Dept. Chair/School Leadership Team member/VIC chairperson: provides direction for incorporating reading, writing, and math strategies/interventions

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

The SLT meets monthly to review school data related to all areas, including literacy. The role of the SLT is to identify trends associated with student progress in reading, and other areas, and to provide support for all faculty members to implement literacy strategies into all content areas.

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

The implementation of baseline driven mini-assessments to both drive student instruction and measure on-going achievement

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 9/19/2012)

*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.

1) School wide implementation of the Read It Forward Jax initiative
2) Implementation of instructional focus (including Super Six Reading Strategies)
3) Encourage staff Car-PD certification in all content areas

*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?

The school theme of medicine and health is incorporated into all courses to help students see the connection between their class content and their future in the health and medicine field. All content areas embed medical connections in their lesson and unit plans to incorporate medical themes into their district curriculum.

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?

Academic and career planning are incorporated into the medical elective classes, school counselor lessons and initiatives and through the 8th grade U.S. History courses. In addition, 9th through 12th grade incorporates academic and career planning through the use of a college/career portfolio and the planning stages of the senior capstone project. The ninth grade medical course also acts as a "Keystone" course that prepares students for a college career and lays the foundation for the senior capstone project.

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

All students at Darnell-Cookman will follow a rigorous and accelerated course work to make certain that all students are ready for postsecondary school. Students also prepare for their capstone project, which will culminate in a student research paper in the senior year.

To help ensure that 9th – 12th grade students taking accelerated exams are prepared, teachers provide the following strategies:
• After school tutoring sessions
• Saturday preparation sessions
• Grade recovery
• Individual student conferences with high school counselor
• Group sessions with assistant principal to establish a success plan
• SAT/ACT preparation course for 11th and 12th grade students identified as needing postsecondary readiness remediation

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:	In grades 6-10, 76%(859) of students achieved mastery on the 2012 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-10, 76%(859) of students achieved mastery on the 2012 administration of the FCAT Reading Test.	In grades 6-10, 78%(881) of all students achieved mastery on the 2013 administration of the FCAT 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
1	1.1. Ensuring that teachers are well trained in the disaggregation of data results.	1.1. PMA (Progress Monitoring Assessments) and district benchmark assessments will be administered through each nine week period. Student's results will be used to determine appropriate classroom grouping to build skill levels.	1.1. Implementation of assessments by ELA teachers; skill level grouping by all content area teachers; monitoring by administration	1. Analyze data using progress monitoring charts 2. Use of data in PLC groups to guide instructional practices 3. Continuous data monitoring by School Leadership Team (SLT)	1. PMA and benchmark data growth 2. 2013 FCAT results
2	1.2. Complexity of master schedule and teachers with multiple preps	1.2. Appropriate placement/scheduling of students to provide remediation and enrichment	1.2. Reading teachers; math teachers; critical thinking support teachers; administration	1.2. Administration walk-throughs to ensure full implementation of intensive reading, intensive math, and critical thinking curriculum; Intensive reading teachers use of FAIR and SRI assessments to guide instruction; observe for classroom rigor and release to students	1. FAIR test results 2. SRI testing 3. PMA and benchmark results 4. 2013 FCAT results
3	1.3. Incorporating supplemental materials into curriculum to enhance reading skills instruction in all content areas; training content teachers in reading strategies	1.3.Content area teachers use of supplemental novels to reinforce reading skills and strategies	1.3. Content area teachers; administration; SLT	1.3. Monthly SLT data analysis/review; content area teachers use of PMA and benchmark assessments	1. PMA and benchmark results 2. 2013 FCAT results
4	1.4 Lack of real time data for teachers to monitor student achievement	1.4 Implementation of strand-based mini-assessments and exit slip activities to demonstrate student proficiency on a lesson-by-lesson basis	1.4. Content area teachers; administration; SLT	1.4. Monthly SLT data analysis/review; content area teachers use of PMA and benchmark assessments	1.4 2013 FCAT results
	1A.1. Ensuring that teachers are well trained in the disaggregation of data	1A.1. PMA (Progress Monitoring Assessments) and district benchmark assessments	1A.1. Administration Department Chairs	1A.1. Analyze data using progress monitoring charts	1A.1. FCAT 2.0 Reading Assessment

5	results.	will be administered through each nine week period. Student's results will be used to determine appropriate classroom grouping to build skill levels	ELA Teachers Reading Teacher School Leadership Team	Use of data in PLC groups to guide instructional practices Continuous data monitoring by School Leadership Team (SLT)	
6	1A.2. Complexity of master schedule and teachers with multiple preps	1A.2. Appropriate placement/scheduling of students to provide remediation and enrichment	1A.2. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	1A.2. Administration walk-throughs to ensure full implementation of intensive reading, intensive math, and critical thinking curriculum Intensive reading teachers use of FAIR and SRI assessments to guide instruction	1A.2. FCAT 2.0 Reading Assessment
7	1A.3. Incorporating supplemental materials into curriculum to enhance reading skills instruction in all content areas; training content teachers in reading strategies	1A.3. Content area teachers use of supplemental novels to reinforce reading skills and strategies	1A.3. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	1A.3. Monthly SLT data analysis/review Content area teachers use of PMA and benchmark assessments	1A.3. FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	In grades 6-10, 45%(234) of students achieved above proficiency on the 2012 administration of the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-10 21% (234) of all students who achieved	In grades 6-10 23% (260) of all students will achive above

above proficiency on the 2012 administration of the FCAT reading test.	proficiency on the 2013 administration of the FCAT reading test

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. Incorporation of professional development on specific instructional areas to all content area teachers	2A.1. Instructional Focus areas implemented school wide to provide additional enrichment to students in reading	2A.1. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	2A.1. Common assessments developed in PLCs School-wide assessments reviewed by SLT	2A.1. FCAT 2.0 Reading Assessment
2	2A.2. Incorporating professional development during faculty meetings on reading strategies	2A.2. Use of differentiated strategies within all classrooms for additional support	2A.2. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	2A.2. Common assessments developed in PLCs School-wide assessments reviewed by SLT	2A.2. FCAT 2.0 Reading Assessment
3	2A.3. Coordinating FCAT resources to ensure equal access and vertical alignment	2A.3. FCAT reading resources used throughout content areas for additional practice	2A.3. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	2A.3. Review and reflection of delivered lesson plans by ELA/Reading teachers during common-planning time professional learning communities	2A.3. FCAT 2.0 Reading Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	In grades 6-10, 70% (791) of The students achieved learning gains on the FCAT 2.0 Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-10, 70% (791) of The students achieved learning gains on the FCAT 2.0 Reading Test.	In grades 6-10, 72% (814) of students will achieve learning gains on the 2011 administration of the FCAT reading test.

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	3.1.Lack of real-time strand-based student data available to teachers	3.1. Implementation of FCIM-style mini-assessments and exit slips to track student achievement	3A.1. Administration Department Chairs ELA Teachers Reading Teacher School Leadership	3.1. Teacher generated mini-assessments; benchmark data	3A.1. FCAT 2.0 Reading Assessment
2	3A.2. Faculty training on appropriate reading interventions	3A.2. Use of RTI process to determine students not making gains in reading and implement appropriate interventions	3A.2. Administration Department Chairs ELA Teachers Reading Teacher School Leadership	3A.2. Improvement on reading assessment result of individual students	3A.2. FCAT 2.0 Reading Assessment
3	3A.3. Faculty knowledge of higher order thinking skills	3A.3. Inclusion of higher order thinking skills in lesson plans for all teachers with an emphasis on asking higher order thinking questions	3A.3. Administration Department Chairs ELA Teachers Reading Teacher School Leadership	3A.3. Classroom walk-throughs and lesson plans	3A.3. FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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:	In grades 6-10, 79% (109) of The students in the bottom quartile achieved learning gains on the FCAT Reading Test.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-10, 79% (109) of The students in the bottom quartile achieved learning gains on the FCAT Reading Test.	In grades 6-10, 81%(112) of students in the lowest quartile will achieve learning gains on the 2011 administration of the FCAT reading test

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. Continued training on differentiation in all classrooms	4A.1. Intensive reading teacher coordinating with Professional Learning Community teams to promote cross-class inclusion of reading strategies	4A.1. Administration Department Chairs ELA Teachers Reading Teacher School Leadership	4A.1. Interim Benchmark Assessments On-going baseline mini-assessments Classroom observations Teacher feedback FAIR	4A.1. FCAT 2.0 Reading Assessment
2	4A.2. Disaggregation of FAIR/SRI results	4A.2. Implementation and use of FAIR/SRI assessments to guide intensive reading groups and instruction	4A.2. Administration Department Chairs ELA Teachers Reading Teacher School Leadership	4A.2. Interim Benchmark Assessments On-going baseline mini-assessments Classroom observations Teacher feedback FAIR	4A.2. FCAT 2.0 Reading Assessment
3	4A.3. Ensure availability of independent reading materials for appropriate levels	4A.3. Implementation of independent reading time in reading classrooms	4A.3. Administration Department Chairs ELA Teachers Reading Teacher School Leadership	4A.3. Interim Benchmark Assessments On-going baseline mini-assessments Classroom observations Teacher feedback FAIR Number of independent reading novels completed by students	4A.3. FCAT 2.0 Reading Assessment

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 : In six years, 88% of all Darnell-Cookman students will be reading at or above proficiency			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75%	77	81	83	85	

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:	Increase the number of students in each subcategory who are proficient in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 86% (200) Black: 65% (269) Hispanic: n/a Asian: 88% (148) American Indian: n/a	White: 88% (222) Black: 67% (282) Hispanic: n/a Asian: 90% (162) American Indian: 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	Minority engagement with the curriculum	5A.1. Increase culturally diverse literary and informational text used in classroom instruction.	5B.1. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	5B.1. Interim Benchmark Assessments On-going baseline mini-assessments Classroom observations Teacher feedback FAIR	5B.1. FCAT 2.0 Reading Assessments
2	5B.2. Low availability of high interest reading material	5B.2. Increase culturally diverse high interest reading materials in school media center and classroom libraries	5B.2. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	5B.2. Interim Benchmark Assessments On-going baseline mini-assessments Classroom observations Teacher feedback FAIR	5B.2. FCAT 2.0 Reading Assessment
3	5B.3. Teacher follow through with progress monitoring plans	5B.3. Use of Progress Monitoring Plans (PMP) for any student with a level 1 or 2 on the 2012 FCAT Reading.	5B.3. Administration Department Chairs ELA Teachers Reading Teacher	5B.3. Interim Benchmark Assessments On-going baseline mini-assessments Classroom observations	5B.3. FCAT 2.0 Reading Assessment

			School Leadership Team	Teacher feedback FAIR	

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:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

68% (228)	70% (242)

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. Parental and faculty/staff awareness of eligible programs	5D.1. Increase awareness and inclusion of students eligible for community support programs focusing on reading (Superintendents academy, BEST academic, and others)	5E.1. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	5D.1. Enrollment in eligible programs	5D.1. Enrollment charting and progress monitoring 5E.1. FCAT 2.0 Reading Assessment
2	5D.2. Teacher follow through with progress monitoring plans	5D.2. Use of Progress Monitoring Plans (PMP) for any student with a level 1 or 2 on the 2012 FCAT Reading.	5E.2. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	5E.2. Interim Benchmark Assessments On-going baseline mini-assessments Classroom observations Teacher feedback FAIR	5E.2. FCAT 2.0 Reading Assessment
3	5D.3. Teacher reluctance to implementation of RTI	5D.3. Identification of individual student needs through the RTI process	5E.3. Administration Department Chairs ELA Teachers Reading Teacher School Leadership Team	5E.3. Interim Benchmark Assessments On-going baseline mini-assessments Classroom observations Teacher feedback FAIR	5E.3. FCAT 2.0 Reading Assessment

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						

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

Problem-Solving Process to Increase Student Achievement

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

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	
2012 Current Percent of Students Proficient in reading:	

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

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	
2012 Current Percent of Students Proficient in writing:	

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

CELLA Budget:

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

Grand Total: $0.00

End of CELLA Goals

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:	Increase percentage of students achieving proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-10, 81% (566) of students achieved proficiency in mathematics on the FCAT Math test.	In grades 6-10, 83% (580) of students will achieve proficiency in mathematics on the FCAT Math test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.2. Complexity of master schedule and teachers with multiple preps	1.2. Appropriate placement/scheduling of students to provide remediation and enrichment	1.2. Reading teachers; math teachers; critical thinking support teachers; administration	1.2. Administration walk-throughs to ensure full implementation of intensive reading, intensive math, and critical thinking curriculum; Intensive reading teachers use of FAIR and SRI assessments to guide instruction; observe for classroom rigor and release to students	1. FAIR test results 2. SRI testing 3. PMA and benchmark results 4. 2013 FCAT results
2	1.1. Complexity of master schedule for remediation classes; teacher expertise for intensive math classes at each grade level	1.1. Double blocked all level 1 & 2 math students (6-9) with their content math teacher for additional remediation and support. Additionally, Math I and Algebra teacher will receive district support for an integrated curriculum.	1.1. Administration Math Department Chair Content Area Teachers	1.1. Progress Monitoring of level 1 & 2 math students Progress monitoring of all students through targeted mini-assessments	1.1. Benchmarks PMA testing End-of-Course Exams FCAT
3	1.2. Internet access at home, teacher differentiation in classroom to allow time for students to complete	1.2. Integration of FCAT explorer and Compass Odyssey in classrooms to work on individual student areas in math Darnell-Cookman has become a Bring Your Own Device pilot school, and as such, students, with their own laptops, tablets, etc, have access to the school's wireless network throughout the day	1.2. Administration Math Department Chair Content Area Teachers	1.2. Monitored use of FCAT Explorer, Compass Odyssey, Florida Virtual School	1.2. Benchmarks PMA testing End-of-Course Exams FCAT
	1.3. Math skills of core and program teachers, ensuring reinforcement of correct math processes	1.3. Interdisciplinary support of math skills through integration with other core and program	1.3. Administration Math Department Chair	1.3. Progress monitoring of all students through targeted mini-assessments	1.3. Benchmarks PMA testing

4		courses.	Content Area Teachers School Leadership Team		End-of-Course Exams FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase percentage of students achieving above proficiency in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 45% (312) of students achieved above proficiency on the 2012 administration of the FCAT Mathematics Test.	In grades 6-8 47% (329) of students will achieve above proficiency on the 2011 administration of the FCAT Mathematics Test.

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	2.1. Differentiation for higher level learners to support enrichment in the classroom	2.1. Integration of math enhancement projects into the medical program courses	2.1. Administration Math Department Chair Content Area Teachers Medical program teachers Medical Integration Teacher	2.1. Progress monitoring of all students through targeted mini-assessments	2.1. Benchmarks PMAs End-of-Course Exams FCAT
	2.2.	2.2.	2.2.	2.2.	2.2.

2	Professional development time	PD on the Depth of Knowledge model and integration of DOK into lesson plans All mathematics teachers now share common planning time in which they create common assessments and compose common lesson plans	Administration Math Department Chair Content Area Teachers School Leadership Team	Student progress monitoring, teacher lesson plans and class walk-throughs Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams FCAT
3	2.3 Teachers, particularly of Advanced Placement math courses, are the only ones on the campus to teach those particular courses	2.3 Teachers of Advanced Placement courses are encouraged to reach out to other schools and create inter-school Professional Learning Communities in which to share best practices and observations	2.3 Administration Math Department Chair Content Area Teachers	2.3 Student progress monitoring, teacher lesson plans and class walk-throughs Progress monitoring of all students through targeted mini-assessments	2.3 Benchmarks PMAs End-of-Course Exams FCAT

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

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:	Increase percentage of students making learning gains in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 75% (524) of students made a year's gains in mathematics.	In grades 8, 77% (538) will make a year's gains in mathematics.

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	3.1. Limited PLC time Non-FCAT stakeholders are involved in the PLC process	3.1. Common instructional strategies and vertical alignment between math classes.	3.1. Administration Math Department Chair Content Area Teachers	3.1. Vertical alignment plan review and progress monitoring of students	3.1. Benchmarks PMAs End-of-Course Exams FCAT
2	3.2. Use of instructional time to administer invalid assessments	3.2. Use of Progress Monitoring Assessments (PMA) to determine instructional strategies	3.2. Administration Math Department Chair Content Area Teachers	3.2. Student progress monitoring, teacher lesson plans and class walk-throughs Progress monitoring of all students through targeted mini-assessments	3.2. Benchmarks PMAs End-of-Course Exams FCAT
3	3.3 Students represent a variety of achievement levels in each class	3.3 Use of targeted mini-assessments to gauge student progress in real time Math teachers share a common planning time to work on plans for differentiation	3.3 Administration Math Department Chair Content Area Teachers	3.3 Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	3.3 Benchmarks PMAs End-of-Course Exams FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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:	Increase percentage of students in the bottom quartile making learning gains in mathematics.

2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, 76% (XX) of students in the bottom quartile made learning gains.	In grades 6-8, 78% (XX) of students in the bottom quartile 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	4.1. Additional work load for teachers to complete PMP	4.1. Progress Monitoring Plan for each student in the bottom quartile, students will use this PMP as a way to track their own progress and set goals for improvement	4.1. Administration Math Department Chair Content Area Teachers	4.1. PMP goal setting sessions reviewed by teachers and administration. Progress monitoring of all students through targeted mini-assessments	4.1. Benchmarks PMAs End-of-Course Exams FCAT
2	4.2. Time to have RTI meetings and planning sessions	4.2. Implementation of RTI tracking for students with math difficulties	4.2. Administration Math Department Chair Content Area Teachers	4.2. RTI progress checks and intervention tracking forms Progress monitoring of all students through targeted mini-assessments	4.2. Benchmarks PMAs End-of-Course Exams FCAT
3	4.3 Students represent a variety of achievement levels in each class	4.3 Use of targeted mini-assessments to gauge student progress in real time Math teachers share a common planning time to work on plans for differentiation	4.3 Administration Math Department Chair Content Area Teachers	4.3 Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	4.3 Benchmarks PMAs End-of-Course Exams FCAT

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 : By 2015-2016, 89% of Darnell-Cookman students will be scoring at or above proficiency on the FCAT Math Assessement.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81	82	86	87	89	

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:	Increase the number of students in each subcategory who are proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: XX% (XX)	White: XX% (XX)

Black: XX% (XX) Hispanic: n/a Asian: n/a American Indian: n/a	Black: XX% (XX) Hispanic: n/a Asian: n/a American Indian: 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	5A.1. Funding for support materials and professional development for teachers	5A.1. Increase access to manipulatives in math instruction to help student make connections to the material	5A.1. Administration Math Department Chair Content Area Teachers	5A.1. Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	5A.1. Benchmarks PMAs End-of-Course Exams FCAT
2	5A.2. Students enter Darnell-Cookman with a variety of achievement levels and learning styles, yet must remain on the pupil progress plan	5A.2. Use of targeted mini-assessments to gauge student progress in real time Math teachers share a common planning time to work on plans for differentiation	5A.2. Administration Math Department Chair Content Area Teachers	5A.2. Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	5A.2. Benchmarks PMAs End-of-Course Exams FCAT
3	5A.3. Complexity of master schedule for remediation classes; teacher expertise for intensive math classes at each grade level	5A.3. Double blocked all level 1 and most level 2 math students (6-8 grades) with their content math teacher for additional remediation and support. Additionally, Math I and Algebra teacher will receive district support for an integrated curriculum.	5A.3. Administration Math Department Chair Content Area Teachers	5A.3. Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	5A.3. Benchmarks PMAs End-of-Course Exams FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Increase the number of students in each subcategory who are proficient in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 6-8, XX% (XX) of economically disadvantaged students made AYP in mathematics.	In grades 6-8, XX% (XX) of economically disadvantaged students will make AYP in mathematics.

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 need support to incorporate manipulatives and real world activities promoting math skills to connect students to the content area.	5D.1. Increase the use of manipulatives and real world examples in mathematics (including the medical integration) to connect students to the content area.	5D.1. Content teachers, SLT, administration, math department chair	5D.1. Monitor benchmark and PMA assessment results to target specific areas of focus.	5D.1. Benchmarks PMAs End-of-Course Exams FCAT
2	5D.2. Students of economically disadvantaged homes often lack transportation flexibility to take advantage of tutoring and remediation opportunities	5D.2. Teachers are flexible in their tutoring and remediation offerings, giving students opportunities to attend before and after school, as well as during lunch Teachers put remediation materials online so students who cannot stay for extra time have	5D.2. Administration Math Department Chair Content Area Teachers	5D.2. Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	5D.2. Benchmarks PMAs End-of-Course Exams FCAT

		opportunities to remediate			
3	5D.3. Students of economically disadvantaged homes often lack internet access in the home, lacking access to FCAT Explorer, Florida Virtual School, and Compass Odyssey	5D.3. Darnell-Cookman has become a Bring Your Own Device school, so students who can bring a laptop or tablet to school, can have internet access anywhere on the campus.	5D.3. Administration Math Department Chair Content Area Teachers	5D.3. Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	5D.3. Benchmarks PMAs End-of-Course Exams FCAT

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:	Enter narrative for the goal in this box.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.2. Complexity of master schedule and teachers with multiple preps	1.2. Appropriate placement/scheduling of students to provide remediation and enrichment	1.2. Reading teachers; math teachers; critical thinking support teachers; administration	1.2. Administration walk-throughs to ensure full implementation of intensive reading, intensive math, and critical thinking curriculum; Intensive reading teachers use of FAIR and SRI assessments to guide instruction; observe for classroom rigor and release to students	1. FAIR test results 2. SRI testing 3. PMA and benchmark results 4. 2013 FCAT results
	1.1. Complexity of master	1.1. Double blocked all level 1	1.1. Administration	1.1. Progress Monitoring of	1.1. Benchmarks

2	schedule for remediation classes; teacher expertise for intensive math classes at each grade level	and most level 2 math students (6-8 grades) with their content math teacher for additional remediation and support. Additionally, Math I and Algebra teacher will receive district support for an integrated curriculum.	Math Department Chair Content Area Teachers	level 1 & 2 math students Progress monitoring of all students through targeted mini-assessments	PMA testing End-of-Course Exams
3	1.2. Internet access at home, teacher differentiation in classroom to allow time for students to complete	1.2. Integration of FCAT explorer and Compass Odyssey in classrooms to work on individual student areas in math Darnell-Cookman has become a Bring Your Own Device pilot school, and as such, students, with their own laptops, tablets, etc, have access to the school's wireless network throughout the day	1.2. Administration Math Department Chair Content Area Teachers	1.2. Monitored use of FCAT Explorer, Compass Odyssey, Florida Virtual School	1.2. Benchmarks PMA testing End-of-Course Exams FCAT
4	1.3. Math skills of core and program teachers, ensuring reinforcement of correct math processes	1.3. Interdisciplinary support of math skills through integration with other core and program courses.	1.3. Administration Math Department Chair Content Area Teachers School Leadership Team	1.3. Progress monitoring of all students through targeted mini-assessments	1.3. Benchmarks PMA testing End-of-Course Exams FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

	Algebra Goal #

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	3A : By the 2015-2016 school year, 89% of all Darnell-Cookman students taking the Algebra I EOC will score at or above proficiency level.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	81	83	86	87	89	

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:	Enter narrative for the goal in this box.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:

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	Funding for support materials and professional development for teachers	Increase access to manipulatives in math instruction to help student make connections to the material	Administration Math Department Chair Content Area Teachers	. Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams FCAT
2	Students enter Darnell-Cookman with a variety of achievement levels and learning styles, yet must remain on the pupil progress plan	Use of targeted mini-assessments to gauge student progress in real time Math teachers share a common planning time to work on plans for differentiation	Administration Math Department Chair Content Area Teachers	Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams FCAT
3	Complexity of master schedule for remediation classes; teacher expertise for intensive math classes at each grade level	Double blocked all level 1 and most level 2 math students (6-8 grades) with their content math teacher for additional remediation and support. Additionally, Math I and Algebra teacher will receive district support for an integrated curriculum.	Administration Math Department Chair Content Area Teachers	Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams FCAT

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Enter narrative for the goal in this box.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

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
	Teachers need support to incorporate	Increase the use of manipulatives and real	Content teachers, SLT,	Monitor benchmark and PMA assessment results	Benchmarks

1	manipulatives and real world activities promoting math skills to connect students to the content area.	world examples in mathematics (including the medical integration) to connect students to the content area.	administration, math department chair	to target specific areas of focus.	PMAs End-of-Course Exams
2	Students of economically disadvantaged homes often lack transportation flexibility to take advantage of tutoring and remediation opportunities	Teachers are flexible in their tutoring and remediation offerings, giving students opportunities to attend before and after school, as well as during lunch Teachers put remediation materials online so students who cannot stay for extra time have opportunities to remediate	Administration Math Department Chair Content Area Teachers	Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams
3	Students of economically disadvantaged homes often lack internet access in the home, lacking access to FCAT Explorer, Florida Virtual School, and Compass Odyssey	Darnell-Cookman has become a Bring Your Own Device school, so students who can bring a laptop or tablet to school, can have internet access anywhere on the campus.	Administration Math Department Chair Content Area Teachers	Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams

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:	There is no data on the Geometry EOC yet.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no data on the Geometry EOC yet.	There is no data on the Geometry EOC yet.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.2. Complexity of master schedule and teachers with multiple preps	1.2. Appropriate placement/scheduling of students to provide remediation and enrichment	1.2. Reading teachers; math teachers; critical thinking support teachers; administration	1.2. Administration walk-throughs to ensure full implementation of intensive reading, intensive math, and critical thinking curriculum; Intensive reading teachers use of FAIR and SRI assessments to guide instruction; observe for classroom rigor and release to students	1. FAIR test results 2. SRI testing 3. PMA and benchmark results 4. 2013 FCAT results
	Complexity of master schedule for	Double blocked all level 1 and most level 2 math	Administration	Progress Monitoring of level 1 & 2 math	Benchmarks

2	remediation classes; teacher expertise for intensive math classes at each grade level	students (6-8 grades) with their content math teacher for additional remediation and support. Additionally, Geometry teachers will receive district support for an integrated curriculum.	Math Department Chair Content Area Teachers	students Progress monitoring of all students through targeted mini-assessments	PMA testing End-of-Course Exams
3	Internet access at home, teacher differentiation in classroom to allow time for students to complete	Integration of FCAT explorer and Compass Odyssey in classrooms to work on individual student areas in math Darnell-Cookman has become a Bring Your Own Device pilot school, and as such, students, with their own laptops, tablets, etc, have access to the school's wireless network throughout the day	Administration Math Department Chair Content Area Teachers	Monitored use of FCAT Explorer, Compass Odyssey, Florida Virtual School	Benchmarks PMA testing End-of-Course Exams
4	Math skills of core and program teachers, ensuring reinforcement of correct math processes	Interdisciplinary support of math skills through integration with other core and program courses.	Administration Math Department Chair Content Area Teachers School Leadership Team	Progress monitoring of all students through targeted mini-assessments	Benchmarks PMA testing End-of-Course Exams

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:	There is no data on the Geometry EOC yet.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no data on the Geometry EOC yet.	There is no data on the Geometry EOC yet.

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	Differentiation for higher level learners to support enrichment in the classroom	Integration of math enhancement projects into the medical program courses	Administration Math Department Chair Content Area Teachers Medical program teachers	Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams
	Professional development time	PD on the Depth of Knowledge model and integration of DOK into lesson plans	Administration Math Department Chair	Student progress monitoring, teacher lesson plans and class walk-throughs	Benchmarks PMAs End-of-Course

2		All mathematics teachers now share common planning time in which they create common assessments and compose common lesson plans	Content Area Teachers School Leadership Team	Progress monitoring of all students through targeted mini-assessments	Exams
3	Few teachers on campus teach Geometry	Geometry teachers are encouraged to reach out to other schools and create inter-school Professional Learning Communities in which to share best practices and observations	Administration Math Department Chair Content Area Teachers	Student progress monitoring, teacher lesson plans and class walk-throughs Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams

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 : There is no data for the Geometry EOC yet.

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	N/A	N/A	N/A	N/A	

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:	There is no data for the Geometry EOC yet.
2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no data for the Geometry EOC yet.	There is no data for the Geometry EOC yet.

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	Funding for support materials and professional development for teachers	Increase access to manipulatives in math instruction to help student make connections to the material	Administration Math Department Chair Content Area Teachers	Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams
2	Students enter Darnell-Cookman with a variety of achievement levels and learning styles, yet must remain on the pupil progress plan	Use of targeted mini-assessments to gauge student progress in real time Math teachers share a common planning time to work on plans for differentiation	Administration Math Department Chair Content Area Teachers	Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams
	Few teachers on	Geometry teachers are	Administration	Student progress	Benchmarks

3	campus teach Geometry	encouraged to reach out to other schools and create inter-school Professional Learning Communities in which to share best practices and observations	Math Department Chair Content Area Teachers	monitoring, teacher lesson plans and class walk-throughs Progress monitoring of all students through targeted mini-assessments	PMAs End-of-Course Exams

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	There is no data for Geometry yet.

2012 Current Level of Performance:	2013 Expected Level of Performance:
There is no data for Geometry yet.	There is no data for Geometry yet.

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 need support to incorporate manipulatives and real world activities promoting math skills to connect students to the content area.	Increase the use of manipulatives and real world examples in mathematics (including the medical integration) to connect students to the content area.	Content teachers, SLT, administration, math department chair	Monitor benchmark and PMA assessment results to target specific areas of focus	Benchmarks PMAs End-of-Course Exams
2	Students of economically disadvantaged homes often lack transportation flexibility to take advantage of tutoring and remediation opportunities	Teachers are flexible in their tutoring and remediation offerings, giving students opportunities to attend before and after school, as well as during lunch Teachers put remediation materials online so students who cannot stay for extra time have opportunities to remediate	Administration Math Department Chair Content Area Teachers	Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams
3	Students of economically disadvantaged homes often lack internet access in the home, lacking access to FCAT Explorer, Florida Virtual School, and Compass Odyssey	Darnell-Cookman has become a Bring Your Own Device school, so students who can bring a laptop or tablet to school, can have internet access anywhere on the campus.	Administration Math Department Chair Content Area Teachers	Lesson plans show strategies for differentiation Progress monitoring of all students through targeted mini-assessments	Benchmarks PMAs End-of-Course Exams

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
No Data Submitted						

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:	Increase the percentage of students achieving proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 8, 70% (175) of students achieved proficiency in science.	In grade 8, 73% (179) of students will achieve proficiency in science.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Time to integrate accelerated science curriculum while still reviewing and reinforcing 8th grade Sunshine State Standards.	1.1. IInclusion of review of 8th grade science Sunshine State Standards throughout accelerated course work in science. Integration of medical standards/theme reinforces science and math skills Redoubled efforts to fully align the science curricula for grades 6-12	1.1. Content-area teachers Science department chair Administration School Leadership Team Medical Integration Teacher	1.1. Progress monitoring of student assessment results PLC discussions around instructional strategies in science Targeted mini-assessments to track student progress in areas of need	1.1. Benchmarks PMA testing End-of-Course Exams FCAT
	1.2. Teachers need professional development in	1.2. Continued integration of medical standards and themes in science	1.2. Content-area teachers	1.2. 1.2. Vertical and horizontal alignment of science	1.2. Benchmarks PMA testing

2	integrating medical standards into science curriculum to reinforce real world application of science content.	content courses and medical courses to improve science knowledge.	Science department chair Administration School Leadership Team Medical Integration Teacher	standards and medical standards monitored through assessments and PLC discussion Progress monitoring of student assessment results PLC discussions around instructional strategies in science Targeted mini-assessments to track student progress in areas of need	End-of-Course Exams FCAT
3	1.3 Students enter courses with a variety of achievement levels, learning modalities, and interest in the content	1.3 Teacher Professional Learning Community time placed into the master schedule to discuss best practices, plan common lessons, and create common assessments Imbed differentiated instruction directly into lesson plans Offer a wide array of tutoring and remediation options for struggling students	1.3 Content-area teachers Science department chair Administration School Leadership Team Medical Integration Teacher	1.3 Vertical and horizontal alignment of science standards and medical standards monitored through assessments and PLC discussion Progress monitoring of student assessment results PLC discussions around instructional strategies in science Targeted mini-assessments to track student progress in areas of need	1.3 Benchmarks PMA testing End-of-Course Exams FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Enter narrative for the goal in this box.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.

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	2.1. Further acceleration of the science curriculum that is already compressing 6-8 SSS into two years.	2.1. Provide in-class groupings for review and reflection on previously learned SSS.	2.1. Content-area teachers Science department chair Administration School Leadership Team Medical Integration	2.1. Progress monitoring of student assessment results PLC discussions around instructional strategies in science Targeted mini-assessments to track student progress in areas of need	2.1. Benchmarks PMA testing End-of-Course Exams FCAT

			Teacher		
2	2.2 Teachers need professional development in integrating medical standards into science curriculum to reinforce real world application of science content.	2.2 Continued integration of medical standards and themes in science content courses and medical courses to improve science knowledge.	2.2 Content-area teachers Science department chair Administration School Leadership Team Medical Integration Teacher	2.2 Progress monitoring of student assessment results PLC discussions around instructional strategies in science Targeted mini-assessments to track student progress in areas of need	2.2 Benchmarks PMA testing End-of-Course Exams FCAT
3	2.3 Student apathy towards the content area, despite previous success	2.3 Teachers create engaging classrooms experiences that connect curriculum to practical application and mimics real-world experience Through a variety of business partnerships and guest speakers, Darnell-Cookman is able to expand the classroom and provide real-life experiences for its students Teacher Professional Learning Community time placed into the master schedule to discuss best practices, plan common lessons, and create common assessments	2.3 Content-area teachers Science department chair Administration School Leadership Team Medical Integration Teacher	2.3 Progress monitoring of student assessment results PLC discussions around instructional strategies in science Targeted mini-assessments to track student progress in areas of need	2.3 Benchmarks PMA testing End-of-Course Exams FCAT

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase percentage of students achieving above proficiency in science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grade 8, 31% of students achieved above proficiency on the administration of the 2010 FCAT Science Test.	In grade 8, 33% of students will achieve above proficiency on the 8th grade FCAT Science test.

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	2.1. Further acceleration of the science curriculum that is already compressing 6-8 SSS into two years.	2.1. Provide in-class groupings for review and reflection on previously learned SSS.	2.1. Content teachers, administration	2.1. Formative and summative assessments, common assessments	2.1. Benchmarks, PMAs

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:	
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	1.2. Complexity of master schedule and teachers with multiple preps	1.2. Appropriate placement/scheduling of students to provide remediation and enrichment	1.2. Reading teachers; math teachers; critical thinking support teachers; administration	1.2. Administration walk-throughs to ensure full implementation of intensive reading, intensive math, and critical thinking curriculum; Intensive reading teachers use of FAIR and SRI assessments to guide instruction; observe for classroom rigor and release to students	1. FAIR test results 2. SRI testing 3. PMA and benchmark results 4. 2013 FCAT results

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

2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	

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

Problem-Solving Process to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Accelerated Science Curriculum	6-8th grade	Dr. Scott Sowell	All 6-8th grade accelerated science teachers	On-going, bi-monthly	Monitoring of PLC discussions, common assessments	Science dept. chair, administration

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:	Increase the number of students making AYP in writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In grades 8 & 10, 88% (XX) of students achieved AYP in writing.	In grades 8 & 10, 90% (XX) of students will achieve AYP 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
1	1A.1 Administration ELA Teachers All Content Teachers School Leadership Team	1.1. Vertical alignment for writing for FCAT and Advanced Placement exams	1.1. All core content teachers, ELA department chair, SLT, administration	1A.1. District Timed Writings Writing Mini-Assessments	1A.1. FCAT Writes
2	1.2. Lack of teacher training on new writing rubrics for FCAT writing.	1A.2. Coordination between content areas for common writing instruction aligned with new writing rubrics. Teachers will attend District-lead trainings on the new rubric and how to calibrate their individual scoring	1A.2. Administration ELA Teachers All Content Teachers School Leadership Team	1A.2. District Timed Writings Writing Mini-Assessments	1A.2. FCAT Writes
3	1A.3. Students only receive writing training in ELA classes	1A.3. Writing is taught across the curriculum looking for elaboration and transition skills with all assignments	1A.3. Administration ELA Teachers All Content Teachers School Leadership Team	1A.3. District Timed Writings Writing Mini-Assessments	1A.3. FCAT Writes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
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
No Data Submitted						

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:	
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	1.2. Complexity of master schedule and teachers with multiple preps	1.2. Appropriate placement/scheduling of students to provide remediation and enrichment	1.2. Reading teachers; math teachers; critical thinking support teachers; administration	1.2. Administration walk-throughs to ensure full implementation of intensive reading, intensive math, and critical thinking curriculum; Intensive reading teachers use of FAIR and SRI assessments to guide instruction; observe for classroom rigor and release to students	1. FAIR test results 2. SRI testing 3. PMA and benchmark results 4. 2013 FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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-Cource (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	
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	1.2. Complexity of master schedule and teachers with multiple preps	1.2. Appropriate placement/scheduling of students to provide remediation and enrichment	1.2. Reading teachers; math teachers; critical thinking support teachers; administration	1.2. Administration walk-throughs to ensure full implementation of intensive reading, intensive math, and critical thinking curriculum; Intensive reading teachers use of FAIR and SRI assessments to guide instruction; observe for classroom rigor and release to students	1. FAIR test results 2. SRI testing 3. PMA and benchmark results 4. 2013 FCAT results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

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:	Increase student daily attendance rate.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95% (1081)	96% (1092)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
3% (36)	2.5% (28)
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
2% (22)	1.5% (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	1.1. Parent transportation issues	1.1. Assist parents with transportation options available	1.1. Administration, Guidance	1.1. Monitor daily attendance and follow up with students who have absences	1.1. Attendance records through OnCourse and Genesis
	1.2. Students loitering in the	1.2. Teachers stand at their	1.2. Administration	1.2. Monitor daily tardies	1.2. Monitor daily

2	hallways causing tardies	doors to both welcome students to class and motivate them to get to class on time	Teachers	and follow up with students who have absences	attendance and follow up with students who have absences Attendance records through OnCourse and Genesis
3	1.3. Students are tardy due to long distances between classes	1.3. Students are allowed to carry book bags to minimize stops between classes Administrators monitor halls to motivate students to get to class on time	1.3. Administration Teachers	1.3. Monitor daily tardies and follow up with students who have absences	1.3. Monitor daily tardies and follow up with students who have tardies Attendance records through OnCourse and 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
No Data Submitted						

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

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:	To maintain the prior year's status of 0.7% incidents eligible for suspendable action.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
73	73
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
51	51
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
6	6
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
6	6

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	Possible increase in student violations	Maintain current practices of administration walk throughs and visibility. School counselor referrals	Assistant Principals, Principal	Monitoring of classroom discipline, common areas and intervention with individual students	Discipline referral data
2	1.2. Student apathy towards receiving disciplinary referrals	1.2. Darnell-Cookman's administration, guidance counselors, teachers, and staff continuously engage students on the school's honor code, and how the agreement to attend the school means not just abiding by the code, but living it beyond the school's walls	1.2. Administration Guidance Faculty Staff	1.2. Monitoring of classroom discipline, common areas and intervention with individual students	1.2. Discipline referral data

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						

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: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	To maintain our current level of no drop outs.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

0	0
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	To intervene with individual students prior to desire to drop out	Student progress monitoring and RTI process as student need arises	Administration	Student progress monitoring	Exit interview survey and drop out rate

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						

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

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	To increase parent participation through PTSA and SAC by increasing membership in the PTSA by 15%. Maintain and support excellent existing SAC participation.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25% of parents participated in some form of school based activity.	Increase the PTSA membership by 15%.

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	Parent time for involvement.	Increase communication to parents through school website, newsletter and parent link messages	Assistant Principal and PTSA officers.	Monitor PTSA membership, SAC participation and parent feedback on communication	PTSA membership, parent link messages sent
2	Lack of events with student involvement	Host events that students take an active hand in to attract parents to view student achievement	Administration Activities Coordinator PTSA	PTSA and Dads' Club membership	Climate Survey
3	Timing of events often exclude parents from attending	Attempt to schedule events so the maximum number of parents can attend	Administration Activities Coordinator PTSA	Event attendance	Climate Survey

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						

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)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
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

Priority	Focus	Prevent	NA

Are you a reward school: Yes No

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

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
	$0.00

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

Review and provide input for the School Improvement Plan.

Monthly meetings.

Communication with parents to discuss issues where parental and other stakeholder involvment can enhance the school and expand the classroom.

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

Duval School District
DARNELL COOKMAN MIDDLE/HIGH SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	78%	86%	90%	70%	324	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	75%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	62% (YES)	69% (YES)			131	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					594	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Duval School District
DARNELL COOKMAN MIDDLE/HIGH SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	88%	94%	77%	341	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	78%			147	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	72% (YES)	79% (YES)			151	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					639	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested