

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: VILLAGE ACADEMY ON THE ART & SARA JO KOBACKER CAMPUS

District Name: Palm Beach

Principal: Guarn A. Sims

SAC Chair: Rose Blackett

Superintendent: Wayne Gent

Date of School Board Approval: January 2012

Last Modified on: 9/10/2012

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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Principal of Village Academy School 2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma. Principal of Village Academy School 2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%; Science Mastery 22%; Writing Mastery 83%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, Students with Disabilities,

Principal	Guarn A. Sims	BA – Youth Services and Government Master of Science in Educational Leadership; ESOL Endorsed; Reading Endorsement	2	13	<p>and Black subgroups did not meet Math Proficiency.</p> <p>Principal of Royal Palm Beach Community High School 2009-2010: Grade: C, Reading Mastery: 41%; Math Mastery 77%; Science Mastery 38%; Writing Mastery 92%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 79%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Math Proficiency; White and Black subgroups met Math Proficiency.</p> <p>2008-2009: Grade: D, Reading Mastery: 39%; Math Mastery 71%; Science Mastery 35%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Math Proficiency; White and Black subgroups met Math Proficiency.</p> <p>Principal of Lantana Community Middle School 2007-2008: Grade: A, Reading Mastery: 58%; Math Mastery 61%; Science Mastery 38%; Writing Mastery 95%; 50% of AYP: 90% Hispanic and Students with Disabilities did not meet Reading and Math Proficiency</p> <p>Principal of Galaxy Elementary School 2006-2007: Grade: A, Reading Mastery: 49%; Math Mastery 47%; Science Mastery 50%; Writing Mastery 80%; 50% of AYP: 72% Total School, Black, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not meet Reading Proficiency; Total School, Black, Economically Disadvantaged, English Language Learners, and Students with Disabilities did not meet math proficiency.</p> <p>Principal of Galaxy Elementary School 2005-2006: Grade: B, Reading Mastery: 48%; Math Mastery 60%; Writing Mastery 91%; 50% of AYP: 92% English Language Learners did not meet Reading and Math Proficiency.</p> <p>Principal of Galaxy Elementary School 2004-2005: Grade: C, Reading Mastery: 46%; Math Mastery 53%; Writing Mastery 89%; 50% of AYP: 95% Writing Proficiency was not met.</p>
					<p>Assistant Principal of Village Academy School 2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma.</p> <p>Assistant Principal of Village Academy School 2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%; Science Mastery 22%; Writing Mastery 83%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with</p>

Assis Principal	Sharese Gillard	BS - Organizational Management; Master of Science in Education Leadership	2	3	<p>Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, Students with Disabilities, and Black subgroups did not meet Math Proficiency.</p> <p>Assistant Principal: Royal Palm Beach Community High School 2009-2010 Grade: C, Reading Mastery: 41%; Math Mastery 77%; Science Mastery 38%; Writing Mastery 92%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 79%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Math Proficiency; White and Black subgroups met Math Proficiency.</p> <p>Teacher at Lantana MS in 2008-2009: Grade: A, Reading Mastery: 64%, Math mastery: 65%, Science Mastery: 43%. AYP: 74%, Black, ELL and SWD did not make AYP in reading. Black, Hispanic, Economically Disadvantaged, ELL and SWD did not make AYP in math.</p>
Assis Principal	Sandra Weatherspoon	BS-History & Political Science; MS- Educational Leadership; Reading Endorsement	1	8	<p>Assistant Principal of Village Academy School 2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma.</p> <p>District Curriculum Manager for K-12 Social Studies, Physical Education, and Fine Arts 2009-2011.</p> <p>Assistant Principal: Village Academy in 2008-2009: Grade: B Reading Mastery: 46% Math Mastery: 63% Science Mastery: 32%. AYP- 74% met. No subgroups met criteria in reading or math. 2007-2008 Grade: B Reading mastery: 45 Math mastery: 62 Science mastery: 16 AYP: 90% met The Total, Black, ELL, and ED subgroups did not make it in Reading.</p>

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)
					<p>2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma.</p> <p>2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%; Science Mastery 22%; Writing Mastery 83%; 50% of 11th and</p>

Reading	Tracy Kelly	Professional Educator's: Elementary Ed K-6, Reading K-12, ESOL.	13	8	<p>12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, Students with Disabilities, and Black subgroups did not meet Math Proficiency.</p> <p>2009-2010 Grade: C Reading Mastery: 47% Math Mastery: 62% Science Mastery: 38%. AYP- 79% met. No subgroups met criteria in reading or math. 2008-2009: Grade: B. Reading Mastery: 46% Reading Learning Gains: 62%, Reading Low 25% Gains: 76%. AYP- 74% met. No subgroups met criteria in reading. 2007-2008: Grade B. Reading Mastery: 45% Reading Learning Gains: 56%, Reading Low 25% Gains: 70%. AYP- 90% met. Only SWD subgroup met criteria in reading. 2006-2007 Grade: C Reading mastery: 45 Math mastery: 57 Science mastery: 19 AYP: 87% met The Black, ED and ELL subgroups did not make it in Reading. And the AWD did not make it in math. 2006-2007 On leave 2005-2006 Grade B Elementary Grade C Combination Elementary: Reading mastery: 72 Math mastery: 59 Combination: Reading mastery: 42 Math mastery: 37 AYP: 74% met No subgroups made it in both Reading and Math 2004-2005 Grade: B Elementary Grade: C Combination Elementary: Reading mastery: 66 Math mastery: 58 Combination: Reading mastery 49 Math mastery: 48 AYP 80% met The SWD subgroup did not make it in Reading and the Total, Black, ELL and SWD did not make it in Math.</p>
Reading	Shannon Solis	Professional Educator's: English, ESOL, Gifted, Reading Endorsed.	3	4	<p>2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma.</p> <p>2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%; Science Mastery 22%; Writing Mastery 83%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, Students with Disabilities, and Black subgroups did not meet Math Proficiency.</p> <p>2009-2010: Grade: C, Reading Mastery: 41%; Math Mastery 77%; Science Mastery 38%; Writing Mastery 92%; 50% of 11th and 12th grade students passed the FCAT</p>

					Reading and Math Retake. AYP: 79%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Math Proficiency; White and Black subgroups met Math Proficiency.
Math	Sandra Owens	Professional Educator's: Elementary Ed K-6, Math, ESOL.	9	5	<p>2011-2012: Grade: C, Reading Mastery: 34%; Math Mastery 40%; Science Mastery 23%; Writing Mastery 88%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. 91% of all seniors graduated with a standard graduation diploma.</p> <p>2010-2011: Grade: C, Reading Mastery: 45%; Math Mastery 52%; Science Mastery 22%; Writing Mastery 83%; 50% of 11th and 12th grade students passed the FCAT Reading and Math Retake. AYP: 74%; White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not meet Reading Proficiency; Hispanic, Economically Disadvantaged, Students with Disabilities, and Black subgroups did not meet Math Proficiency.</p> <p>2009-2010 Grade: C Reading Mastery: 47% Math Mastery: 62% Science Mastery: 38%. AYP- 79% met. No subgroups met criteria in reading or math. 2008-2009: Grade: B. Reading Mastery: 46% Reading Learning Gains: 62%, Reading Low 25% Gains: 76%. AYP- 74% met. No subgroups met criteria in reading. 2007-2008: Grade B. Reading Mastery: 45% Reading Learning Gains: 56%, Reading Low 25% Gains: 70%. AYP- 90% met. Only SWD subgroup met criteria in reading. 2006-2007 Grade: C Reading mastery: 45 Math mastery: 57 Science mastery: 19 AYP: 87% met The Black, ED and ELL subgroups did not make it in Reading. And the AWD did not make it in math. 2005-2006 Grade B Elementary Grade C Combination Elementary: Reading mastery: 72 Math mastery: 59 Combination: Reading mastery: 42 Math mastery: 37 AYP: 74% met No subgroups made it in both Reading and Math 2004-2005 Grade: B Elementary Grade: C Combination Elementary: Reading mastery: 66 Math mastery: 58 Combination: Reading mastery 49 Math mastery: 48 AYP 80% met The SWD subgroup did not make it in Reading and the Total, Black, ELL and SWD did not make it in Math.</p>

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	The assignment of a mentor/buddy teacher to all new teachers to the school (veteran and first year).	Assistant Principal	September 2012	
2	Provide support to first year teachers through teacher mentoring program.	Assistant Principal	On-Going	
3	Attend district and college campus job fairs to recruit highly qualified teachers.	Principal	May 2013	

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
67	4.5%(3)	41.8%(28)	46.3%(31)	11.9%(8)	26.9%(18)	22.4%(15)	17.9%(12)	3.0%(2)	67.2%(45)

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
Tracy Kelly	Kendra Williams	Mrs. Kelly has successfully utilized and integrated effective teaching strategies into the elementary curriculum. Additionally, Mrs. Kelly has several years of teaching experience at the primary level.	The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for the feedback, coaching and planning
		Ms. Owens has successfully	

Sandra Owens	Martin Wesley	utilized and integrated effective teaching strategies into the math curriculum. Additionally, Ms. Owens has several years of teaching experience within the math content area.	The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for the feedback, coaching and planning
Sandra Weatherspoon	Christopher O'Brien	Mrs. Weatherspoon has several years of experience in managing and supervising performing arts teachers.	The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor will be given release time to observe the mentee. Time will be given for the feedback, coaching and planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school, Saturday, and summer school programs. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Through Title I funding, the following positions were purchased: Reading Coach, Math Coach, Reading Teacher, Science Teacher, (part-time) Family Liaison, and paraprofessional.

Title I, Part C- Migrant

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

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Village Academy are used to purchase software licenses to assist in the remediation of low-performing students.

Title III

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide intensive reading instruction to Level 1 and Level 2 readers.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling.

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

The Beacon Center at Village Academy adult education services including GED, ELL, and literacy classes in partnership with the Literacy Coalition of Palm Beach County.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The members of the school based-RTI Leadership Team include the Principal, psychologist, guidance counselor, ESE contact, ESOL contact, the academic coaches, and nurse. General education or ESE teachers will be included in the meeting when it pertains to one of their students. The roles of these individuals as follows:

Principal: The Assistant Principal and Guidance Counselor spear heads the entire RTI process, ensuring that the needs of all students are being met through the use of data-based decision making. The Assistant Principal will make sure that RTI is being implemented with fidelity by attending all RTI/school based team meetings, ensuring that the students are being serviced in the appropriate tiers, and monitoring the implementation of all interventions and the documentation that is required to effectively track student progress. The principal will also ensure that all staff members are given the appropriate professional development such that all teachers have the skills necessary to implement effective interventions for students.

ESE Contact: The ESE contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESE contact will also collaborate with general education and Special education teachers to create goals and interventions for individual students. The ESE contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

ESOL Contact: The ESOL contact will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The ESOL contact will also collaborate with general education and ESOL teachers to create goals and interventions for individual students. The ESOL contact will also work collaboratively with the general education teachers to implement effective interventions for Tier II and Tier III students. Student data will be collected and analyzed to see if students are responding to the intervention.

Academic Coaches: The Academic Coaches will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The coaches will provide professional development in the area of effective interventions as well as effective implementation of the core instructional program. The coaches will also

research best practice scientifically based curriculum/behavioral assessment approaches and share these with the staff. The coaches will also work with individual teacher to ensure that interventions as well as core instructional practices are being implemented with fidelity. Coaches will model the implementation of the intervention when needed. Coaches will also serve as case managers for students in Tier II which would include meeting with teachers to create interventions, reviewing student data, and conducting follow up with teachers to ensure that student data is being collected, tracked, and graphed.

Psychologist: The Psychologist will actively participate in all SBT/RTI meetings. This will include collection, interpretation, and analysis of data, facilitating development of intervention plans, providing support for intervention fidelity and documentation, providing professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation, and facilitating data based decision making activities.

Guidance Counselor: The Guidance Counselor will actively participate in the SBT/RTI meetings. This will include reviewing student referrals, analyzing individual student data, and problem solving. The counselor will also be responsible for tracking school based team referrals and provide social and behavioral interventions by tracking and monitoring their progress. The guidance counselor will also provide ongoing professional development in PBIS and meet with individual teachers to help create appropriate interventions for individual students. This person will provide professional development to the staff in reference to effective interventions, using CBM to progress monitor the effectiveness of the interventions and graphing and analyzing student data. The RTI facilitator will also provide case management and interventions for students in Tier III.

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

The RTI leadership team will meet once a week after school. During the meetings, the members will review new referrals, use problem solving and data analysis to make effective decisions for students. Based on the data students will be assigned a case manager who will meet with individual teachers to help set goals and interventions for students in Tier II and III. The team will also identify professional development and resources. Each week the team will review previous referrals and provide input and feedback from teachers providing the interventions. The team will continue to monitor the progress monitoring data to ensure that interventions are being provided with fidelity and to determine when it is time to change an intervention. In addition the team will have ongoing evaluation of the implementation of the SIP to determine if the core strategies are being implemented and assess their effectiveness.

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

The RTI leadership team will evaluate the implementation of the SIP throughout the year. The leadership team will then meet with the SAC and principal to modify the SIP. The team will share student data including Tier 1, 2, and 3 targets, and academic and social/emotional areas that need to be addressed.

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.

Tier 1 - Student data will encompass all school and district required assessment including- K-3 Assessment, FAIR, the district's diagnostic assessments, Princeton Review Common and Mini assessments, and FCAT.

Tier II- K-3 Assessment, FAIR, the district's diagnostic assessments, Princeton Review Common and Mini assessments, FCAT, DIBEL, DAR, and CBM's.

Tier III- K-3 Assessment, FAIR, the district's diagnostic assessments, Princeton Review Common and Mini assessments, FCAT, DIBEL, DAR, and CBM's.

Progress monitoring will be collected weekly for students in Tier II and III.

Describe the plan to train staff on MTSS.

During the pre-planning days teachers will provided an initial training on the RTI process. This training will be geared to the problem solving approach as well as understanding a proactive approach to helping children who appear to be struggling academically, behaviorally or socially. On going training will occur during LTM's on interventions that match student deficit, data based decision making, using curriculum based measures as probes and for progress monitoring and data collecting, tracking and graphing.

The RTI will discuss individual PD needs based upon observation of the school's implementation of RTI.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The LLT will consist of the following staff members: Principal, Assistant Principal, Reading Coach, Math Coach, Guidance Counselors, ESE Coordinator, ESOL Coordinator, Learning Team Facilitator, and various teachers.

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

The LLT will function in the following manner: Attend meetings two times per month, attend curriculum meetings within grade levels, dialogue with teachers on an on-going basis.

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

The major initiatives of the LLT will include: Curriculum Planning, Curriculum Implementation, Analyzing test results, and monitoring student progress.

Public School Choice

Supplemental Educational Services (SES) Notification

[View uploaded file](#) (Uploaded on 9/9/2012)

*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.

To assist with the transition of preschool children from early childhood programs, Village Academy staff will collaborate with pre-schools in the local community to conduct school tours, provide readiness checklists, and conduct parent trainings regarding the preschool transition. At Village Academy, all entering Kindergarten students are assessed within the first two weeks of school to determine individual student needs. All students are assessed with FAIR. Once the students are screened, the data will be collected, disaggregated, and analyzed within the first three weeks of school to homogeneously group students so that instruction can be focused on the needs of the group. The data will also be used to plan daily the academic instruction for all students and for individual students who may need intervention beyond the core instructional curriculum. The kindergarten academic instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by the screening data. Ongoing assessment will occur in the 5 areas of Reading throughout the school year.

1. Inform parents of kindergartern roundup
2. Provide pre-school activities for Head Start students
3. Communicate wit local pre-schools

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and

relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Because Village Academy has only had high school students for two years, there is no data available from the High School Feedback Report. For the 2009-2010 school year 11th grade will be added to the school and in the 2010-2011 school year, 12th grade will be added. Village Academy will not have a graduating class until May 2011. As a result of now having 9th, 10th, and 11th grade students enrolled in the school, postsecondary education preparation has become a priority for the staff and faculty at Village Academy. The educational objective for high school students who enroll at Village Academy is to prepare them for college enrollment and subsequent graduation to assist the students in overcoming poverty and other negative social factors. A heavy emphasis will be made on increasing the number of students who take AP courses and enroll in dual enrollment courses. Several other strategies are being implemented to help prepare Village Academy students for postsecondary education. One strategy utilized is that all 9th and 10th grade students are highly encouraged to enroll in Spanish for one of their elective courses during their first two years of high school, which helps to ensure that the foreign language requirement needed for college enrollment and Bright Futures is completed early in their high school career. Also, the academic progress of Village Academy high school students is closely tracked every 4 ½ weeks to monitor the academic profiles on all of the high school students. With a small population of high school students (less than 300 students), the monitoring of their academic progress is able to be done in a very personal manner. The guidance counselor and administrative staff will meet with students individually to review their high school credits, cumulative GPA, remaining courses to take, Bright Futures eligibility, and discuss any necessary scheduling adjustments to qualify for postsecondary education. Additionally, a list of students who are in need of academic support is generated every 4 ½ weeks and the administrative staff meets with these students individually to discuss the academic concerns and discuss support interventions. To help expose our students to the various college options that are available to them, Village Academy provides high school students with the opportunity to tour the colleges and universities throughout the state of Florida. Village Academy teachers accompany the students as chaperones on the trip and utilize these college experiences for reflection activities within the classroom relating to their high school academic development. On each college tour, students tour each college campus, visit with college counselors and advisors, discuss admissions and financial aid requirements, learn about college scholarship opportunities, visit college classrooms, and experience what it feels like to be on a college campus. Village Academy strongly believes that it is very important for high school students to experience the college environment and we demonstrate our serious investment in this concept by paying the cost for this tour. To help students prepare for the rigor of the SAT, ACT, and CPT tests that are taken during 11th and 12th grade, Village Academy implements an aggressive assessment schedule to expose students to college preparatory entrance testing formats early in their middle and high school career. College preparation testing consists of 8th grade students taking the Readiness exam (pre-PSAT), 9th grade taking the EXPLORE test (Pre-ACT), and 10th grade taking the PSAT test and the PLAN test (Pre-ACT). 11th grade students will be required to take the SAT and/or the ACT at least once during the 11th grade.

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:	Students in level 3 receive reading strategies through their core curriculum classes and will participate in supplemental programs such as Study Island and CORE K12
2012 Current Level of Performance:	2013 Expected Level of Performance:
using SIP-DIFF Acct Report the following is shown: 33% level 3 and up. Level 4 and Level 5 are 10%. Level 3 is 23%	Using EDWRTOOAO380, Monitoring Progress Toward A+ goals; 2013 = 45%; 2014 = 50%

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	First time level 3 students regress a level	Providing support using tutoring, during and after-school, enrichment programs, and teacher support. Students will also utilize supplemental resource materials such as Study Island and CORE K12	Administration Reading Coach Tutorial Manager	Evaluation of diagnostic results Data chats with students	Fall and Winter SSS Diagnostic, Study Island, CORE K12
2	Consistently including higher-order questions in lesson plans and instructional delivery	Providing support to teachers through lesson study groups, LTM meetings, Common Planning opportunities, and Reading/Math coaches will model the use of higher order questions within classrooms. Differentiated Instruction	Administration	CWT's Lesson Plan Reviews Evaluation of diagnostic results	Lesson Plans Fall and winter SSS Diagnostic, Study Island CORE K12
3	Level 2 students considered as "Zone" students not showing progress	Providing support using tutoring, during and after-school, and teacher support. Students will also utilize supplemental resource materials such as Study Island and CORE K12	Administration Reading Coach Tutorial Manager	Evaluation of diagnostic results Data chats with students	Lesson Plans Fall and winter SSS Diagnostic, Study Island CORE K12
4	Level 1 students not showing at least one level progression (i.e from Level 1 to Level 2)	Providing support using tutoring, during and after-school, and teacher support. Students will also utilize supplemental resource materials such as Study Island and CORE K12	Administration Reading Coach Tutorial Manager	CORE K12 Results Diagnostic Results Data Chats with teachers and students	Lesson Plans Fall and winter SSS Diagnostic, Study Island CORE K12

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:	Students in level 4,5, or 6 receive differentiated reading strategies through their core curriculum classes and will participate in supplemental programs such as Study Island and CORE K12
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5, and Level 6 are 10%.	Using EDWRTOOAO380, Monitoring Progress Toward A+ goals; 2013 = 15%; 2014 = 20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Consistently including higher-order questions in lesson plans and instructional delivery	Providing support to teachers through lesson study groups, LTM meetings, Common Planning opportunities, and Reading/Math coaches will model the use of higher order questions within classrooms. Differentiated Instruction	Administration Reading Coach	CWT's Lesson Plan Reviews Evaluation of diagnostic results CORE K12	CORE K12 Fall and Winter Diagnostics

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:	Students in Levels 4 & 5 are being instructed with Reading Strategies using informational and literary text.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Using SIP-DIFF Acct Report the following is shown: Level 4 and Level 5 are 9%	Using EDWRTOOAO380, Monitoring Progress Toward A+ goals; 2011 = 45%; 2012 = 50% (Increase 5%)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 4 and 5 students regressing a level	After-school enrichment programs, teacher support. Students will also utilize supplemental resource materials such as Study Island.	Administration Reading Coach	CWT's lesson Plan Reviews Analysis of SSS Diagnostic Results. Study Island Reports SRI Reports CORE K12	Fall and winter SSS Diagnostic Results Study Island SRI Reports CORE K12
2	Consistently including higher-order questions in lesson plans and lesson plan implementation	Providing support to teachers through lesson study groups, LTM meetings, Common Planning Times, and Reading Coach will model the use of higher order questions within	Administration Reading Coach	SWT's Lesson Plan Reviews Evaluation of SSS Diagnostic Results. Study Island	Lesson Plan Review Fall and Winter SSS Diagnostic Study Island reports

		classroom. Teachers will also incorporate Readers Workshop strategies		SRI Reports CORE K12	CORE K12 SRI Reports
3	Level 3 "Zone" students not progressing towards level 4	After-school enrichment programs, teacher support. Students will also utilize supplemental resource materials such as Study Island.	Administration Reading Coach	CWT's lesson Plan Reviews Analysis of SSS Diagnostic Results. Study Island Reports SRI Reports CORE K12	Fall and winter SSS Diagnostic Results Study Island CORE K12 SRI Reports

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:	Students accountable for making Reading learning gains are actively monitored by their core teachers (elementary reading blocks, language arts classes, English classes, and social studies classes)
2012 Current Level of Performance:	2013 Expected Level of Performance:
Percentage of student making learning gains in reading is 59%.	The expected level of performance for students making learning gains in reading is 70% using the EDW report RTOOAO380.

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
	School data shows accountability students increased by 7% thus demonstrating adequate learning gains.	Students will participate in tutoring, and enrichment programs. All teachers will reinforce reading strategies	Administration Reading Coach	Evaluation of SSS Diagnostic Results Study Island	Evaluation of SSS Diagnostic Results Study Island

1	through their core curriculum on a daily basis. Students will also utilize supplemental resource materials such as Study Island. Teachers will implement Readers Worskhop (K-5) and SpringBoard (6-12) strategies.	SRI reports Fluency Probes CORE K12	SRI reports Fluency Probes COrE K12
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Only (1) student is expected to participate in the Florida Alternate Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Only 1 student participated in the FAA and this students did not demonstrate learning gains	Expected level of performance will be 100%

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	Providing differentiated instruction during the instructional day.	Students will receive supplemental instruction outside the core curriculum	Administration ESE Coordinator	Fall/Winter diagnostics CORE K12	Fall/Winter diagnostics CORE K12

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:	Students in the lowest 25% in grades 4-10 receive small group instruction on a daily basis. Reading teachers will implement the Rotational Instructional Model (RIM) to include the following components: Whole Group Instruction, Small Group instruction, Independent Reading, Study Island, Read 180, and Reading Counts
2012 Current Level of Performance:	2013 Expected Level of Performance:
Using the SIP Report RXOOAO197, the current level of performance among the lowest 25% is 66%.	The 2013 expected level of performance is 75% using the Monitoring Progress Towards A+ Goals report RTOOAO380

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	Equipping classrooms with the necessary curriculum materials to implement Readers Workshop and SpringBoard.	Level 1 and Level 2 disfluent students are enrolled in Intensive Reading and an English class. Teachers will disaggregate student data under biweekly LTM meetings. Teachers will also participate in their	Administration Reading Coach	Data analysis of FY11 FCAT Reading; fluency probes; FY 12 FCAT Diagnostic Testing results using EDW, and biweekly benchmark assessments, Data conferences with administration, coach, and department/grade debriefings, visitations/classroom	SSS Fall and winter Diagnostics CORE K12 professional development, Teacher reports

		common planning b-weekly study group meeting to discuss thier curriculum focus and using student data.		walkthroughs, conference logs, IPDP monitoring processes.	
2	Providing teachers with continuous professional development to support Readers workshop and SpringBoard instruction	Teachers will participate in monthly professional development sessions provided by the Reading Coach and LTF.	Administration Reading Coach LTF	Feedback provided by the teachers after each PD session.	Sign-In documentation
3	Implment an AVID elective class for non-proficient 6th 10th grade students.	Principal will identify AVID elective teacher to be trained and assigned to service AVID students	Administration AVID Site Coordinator	AVID class observations.	AVID site plan documentation.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Students have been homogenously placed using most recent level of performance data. Level 1 and disfluent level 2 students receive Intensive Reading and Language Arts/English, daily readign strategies with special attention to differentiated instruction.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Proficient: Black 38%; Hispanic 42%; Proficient: White 52%. using data reported in SIP - Differentiated Accountability RXOOAO197.	Proficiency target is 86%

Problem-Solving Process to I ncrease Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language Barriers either with student and/or parents other than English in the home; Data trends shows Black and Student with Disabilities struggle the most academically;	Middle and High School students in Level 1 and 2 disfluent are enrolled in Intensive Reading. In addition, students use SpringBoard for language arts instruction. All ESE/ELL students are mainstreamed into ELA. Elementary students recieve direct reading instruction during the Reading Block where Readers Workshop strategies will be implemented.	Administration	Data Analysis of FY 12 FCAT reading; dluency probes; FY 13 SSS Diagnostic Testing Results using EDW, and weeklybenchmark focus assessments; Data Conferences with administrators, coach, and department debriefings, visitations/classroom walkthroughs, conference logs, IPDP monitoring processes, CORE K12	Previous FCAT Reading performances; fluncy probes; SSS Diagnostics; bi-weekly student benchmark assessments, professional development, teacher reports.

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:	Students have been homogenously placed using most recent level of performance. Level 1 and disfluent level 2 students receive daily uninterrupted instruction within Intensive Reading backed up to a Language Arts/English class. Elementary students receive 90 minutes of reading instruction per day.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students in Level 3 are being instructed with reading strategies using informational and literary text.	Proficiency target is 86%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers concern both students and parent/guardians, low economic status, lack of prior exposure to content, attendance prior education, age.	Elementary ELL students will receive direct instruction during small group reading instruction. Middle and High School students will receive inclusive instruction where teachers will use SpringBoard as the curriculum. Level 1, 2, and Level 3 ELL students will attend after-school tutorial. Guidance Counselor and ELL Coordinator will host bi-monthly meetings among parents, teachers, counselors, and students to support student academic progress; LEP committee meetings, Parent meetings, tutoring during and after-school and Saturdays	Administration ELL Coordinator	Data Analysis of FY12 FCAT Reading; fluency probes; FY 13 SSS Diagnostic Testing results using EDW, and weekly benchmark focus assessments; data conferences with administrators, coach, and department debriefings visitations/classroom walkthroughs, conference logs, IPDP monitoring processes, CORE K12	Previous FCT Reading results; Fluency Probes; SSS Diagnostic; bi-weekly student benchmark progress, professional development, LRW, LAS-O, and CELLA

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Students in the Lowest 25% in grades 4 and 10 receive 50 minutes (Middle & High School) and 90 minutes (Elementary) of uninterrupted reading instruction. Elementary and secondary Teachers will use Whole Group Instruction, Small Group Instruction, Independent Reading, Reading Plus, and Writing/Grammar Activities
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance among SWD is 18%	Proficiency target is 86%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Equipping classrooms	Level 1 and 2 disfluent	Administration	Data Analysis of FY12	Previous FCAT

1	<p>with the necessary curriculum materials to implement Readers Workshop, SpringBoard, and Intensive Reading.</p> <p>Providing teachers with continuous professional development for Readers Workshop and SpringBoard.</p>	<p>students are enrolled in Intensive Reading and Language Arts in an uninterrupted instructional block. 90 minutes (Elementary) and 50 minutes (Middle & High School).</p> <p>Teachers will disaggregate student data under biweekly LTM meetings. Teachers will also participate in their common planning biweekly study group meetings to discuss their curriculum focus using student data.</p> <p>All teachers will adopt a reading goal as one of their respective IPDP goals to drive their professional development.</p>	ESe Coordinator	<p>FCAT Reading; fluency probes; FY 13 SSS Diagnostic Testing Results using EDW, and weekly benchmark focus assessments; Data Conferences with administrators, coach, and department debriefings, visitations/classroom walkthroughs, conference logs, IPDP monitoring processes, CORE K12</p>	<p>Reading performances; fluency probes; SSS Diagnostics; weekly student progress in the benchmark focus assessments, professional development, teacher report, and CORE K12</p>
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Students in the Lowest 25% in grades 4 -10 receive 109 minutes of uninterrupted reading instruction. Reading teachers will implement the Rotational Instruction Model to include the following components: Whole Group Instruction, Small Group Instruction, Independent Reading, Study Island, Read 180, and Writing/Grammar Activities
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance among economically disadvantaged students is 33%	The expected level of performance is 45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Equipping classrooms with the necessary curriculum materials to implement Readers Workshop, SpringBoard, and Intensive Reading.</p> <p>Providing teachers with continuous professional development for Readers Workshop and SpringBoard.</p>	<p>Level 1 and 2 disfluent students are enrolled in Intensive Reading and Language Arts in an uninterrupted instructional block. 90 minutes (Elementary) and 50 minutes (Middle & High School).</p> <p>Teachers will disaggregate student data under biweekly LTM meetings. Teachers will also participate in their common planning biweekly study group meetings to discuss their curriculum focus using student data.</p> <p>All teachers will adopt a reading goal as one of their respective IPDP goals to drive their</p>	Administration	<p>Data Analysis of FY11 FCAT Reading; fluency probes; FY 13 SSS Diagnostic Testing Results using EDW, and weekly benchmark focus assessments; Data Conferences with administrators, coach, and department debriefings, visitations/classroom walkthroughs, conference logs, IPDP monitoring processes, CORE K12</p>	<p>Previous FCAT Reading performances; fluency probes; SSS Diagnostics; weekly student progress in the benchmark focus assessments, professional development, teacher reports, CORE K12</p>

		professional development. Students will utilize Study island as a supplemental learning tool.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard	6-12	District Tainers, Independent consultants, Assistant Principal, Reading Coach	PLC Reading School Wide	LTM Days LTM Meetings with LTF Sept-May. (teachers provided with substitute teachers)	Lesson Study Groups iObservations	Administration Reading Coaches
Readers Workshop	K-5	District Trainers, Independent Consultants, Reading Coaches	PLC Reading School Wide	LTM Days LTM Meetings with LTF Sept-May. (teachers provided with substitute teachers)	Lesson Study Groups iObservations	Administration Reading Coaches
AVID for Administrators and AVID teachers	6-10	AVID Presentors	Administration AVID Elective Teachers	June 2013	AVID Site Team	Principal
Reading Running Record	K-5	Reading Coaches	Reading Coaches K-5 Teachers	September 2012	Reading Coaches and Assistant Principal	Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Resource Teacher	Reading Coach to provide support services to Reading and Language Arts students	Title I	\$63,644.00
Reading Teacher	Reading teacher to provide additional instructional services to "At-Risk" reading students	Title I	\$63,644.00
Implement additional academic tutorial support such as tutoring.	Tutorial and supplemental programs during and after-school.	Title I	\$7,000.00
			Subtotal: \$134,288.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
To provide technology materials and supplies to support the reading instruction	To purchase printer cartidges for teachers classroom printers	Title I	\$1,200.00
			Subtotal: \$1,200.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

Substitutes teachers for Professional Development	Title I funds for student achievement	Title I funds	\$2,544.00
Provide on-site professional development provided by Teachers College for teachers using Readers Workshop	Teachers College staff developers will facilitate on site Readers Workshop training.	Title I Funds	\$18,000.00
Provide AVID professional development for administration and AVID teachers	Attend AVID related conferences and seminars	Title I Funds	\$809.00
			Subtotal: \$21,353.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide additional classroom reading materials to support Reading instruction.	Accelerated REading teachers will provide literature based reading materials to accelerated students	Title I	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$159,841.00

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:		ELL students will receive reading strategies through their core curriculum classes and will participate in supplemental programs such as Study Island and CORE K12			
2012 Current Percent of Students Proficient in listening/speaking:					
The current percent of Students Proficient in Listening/Speaking is 34%					
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	ELL students receiving differentiated instruction within an inclusion classroom	Provide on-going professional development and support for teachers ELL inclusion teachers	Administration ELL Coordinator	CELL testing results Fall/Winter diagnostic testing	CELL testing results Fall/Winter diagnostic testing

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:		ELL students will receive reading strategies through their core curriculum classes and will participate in supplemental programs such as Study Island and CORE K12			
2012 Current Percent of Students Proficient in reading:					
Current percent of ELL students scoring proficient is 28%					
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers using differentiated instructional strategies during class	Provide on-going professional development for teachers in the area of differentiated instruction.	Administration ELL Coordinator	Review Fall/Winter Diagnostic results CORE K12	Review Fall/Winter Diagnostic results CORE K12

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

ELL students will receive writing strategies through their core curriculum classes.

2012 Current Percent of Students Proficient in writing:

Current percent of students proficient in Writing is 16% (18)

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 incorporating differentiated instructional strategies during writing instruction	Provide on-going professional development for writing teachers	Administration Reading Coach	PB Writes analysis	PB Writes Analysis

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

Elementary 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:	Level 3 students will receive mathematics skills through their core curriculum classes
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 24%	Expected level of performance is 40%

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	First time level 3 and other level 3 students repressing to Level 2	Providing support using daily skill reinforcement; tutoring during and after-school; enrichment programs; teacher support	Administration Math Resource Teachers	CORE K12 assessment review	Fall/Winter CORE K12 diagnostics
2	Level 2 students not progressing towards level 3	Providing support using daily skills reinforcement; tutoring during and after-school; enrichment programs	Administration Math Resource Teachers	CORE K12 assessment review	Fall/Winter Diagnostic 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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Level 4 and Level 5 students receive mathematics skills through college bound curriculum courses for secondary students and enrichment activities for elementary students
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current Level of performance is 12% (47)	Expected level of performance is 20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 4 and Level 5 students regressing	Provide daily reinforcement using tutoring during and after-school, enrichment programs, and teacher support Supplemental programs such as Acaletics	Administration Math Resource	CORE K12 Assessments	Fall/Winter CORE K12 Diagnostics
2	Consistently including higher order questions in lesson plan implementation	Providing support to teachers through observations, LTM, and professional development	Administration Math Resource	CORE K12 Assessment review	Fall/Winter CORE K12 diagnostics 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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students accountable for demonstrating learning gains are actively monitored by their core teachers through participation of daily bell ringers and rotational math groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Current level of performance is 63% (196)			Expected level of performance is 70%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementing professional development related to effective use of manipulatives and group work	Use Math resource teacher and district capacity personnel to access manipulatives and small group instruction implementation	Administration Math Resource personnel	Observations CORE K12 Assessments	Fall/Winter CORE K12 Diagnostics
2	Participation in tutoring after school and during the school day	Provide transportation and incentives	Administration Tutorial Manager	Attendance Records	Attendance Records

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in lowest 25% in grades 6-8 are mainstreamed in regular core math courses and receive small group instruction and monitored through CORE K12 assessments
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 61% (52)	Expected level of performance is 70%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementing professional development related to effective use of differentiated instruction	Use Math resource and district capacity personnel to provide professional development	Administration Math Resource	Observations Math Rotational model	Fall/Winter CORE K12 Diagnostics

	and math rotational model				
2	Participating in tutoring after-school and during the school day	Provide transportation and incentives	Administration	Attendance records	Attendance Records

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Village Academy will reduce achievement gap by 50% by the 2016-2017 school year.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students have been homogeneously placed in their core math classes by grade level and performance levels
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is Black = 38% (133) Hispanic = 55% (23)	Expected levels of performance Black = 45% Hispanic = 60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	Attendance REcords	Attendance Records

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:	Students are homogeneously placed in appropriate mathematics classes
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 28% (11)	Expected level of performance is 40%

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
	Language barriers: Students and Families	LAnguage facilitators provides in class support	Administration	CORE K12 assessment review	Fall/Winter CORE K12 diagnostics

1		for struggling ELL students in math instruction	ELL Coordinator	
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students have been homogeneously placed in their core math courses
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 25% (19)	Expected level of performance is 35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with specific disabilities demonstrating proficiency	IEP team will meet to review support services	Administration ESE Teachers ESE Coordinator	IEP review	Fall/Winter CORE K12 Diagnostics

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:	Economically disadvantaged students are provided with a variety of academic options to best suite their academic needs
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 38% (147)	Expected level of performance is 50%

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	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	CORE K12 Assessment review	Fall/Winter CORE K12 Diagnostic

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.	Level 3 students will receive mathematics skills through their
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Mathematics Goal # 1a:	core curriculum classes
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 24%	Expected level of performance is 40%

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	First time level 3 and other level 3 students repressing to Level 2	Providing support using daily skill reinforcement; tutoring during and after-school; enrichment programs; teacher support	Administration Math Resource Teachers	CORE K12 assessment review	Fall/Winter CORE K12 diagnostics
2	Level 2 students not progressing towards level 3	Providing support using daily skills reinforcement; tutoring during and after-school; enrichment programs	Administration Math Resource Teachers	CORE K12 assessment review	Fall/Winter Diagnostic 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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	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 group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	LEvel 4 and Level 5 students receive mathematics skills through collge cound curriculum courses for secondary students and enrichment activities for elementary students
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current Level of performance is 12% (47)	Expected level of performance is 20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 4 and Level 5 students regressing	Provide daily reinforcement using tutoring during and after-school, enrichment programs, and teacher support Supplemental programs such as Acaletics	Administration Math Resource	CORE K12 Assessments	Fall/Winter CORE K12 Diagnostics
2	Consistently including higher order questions in lesson plan implementation	Providng support to teachers through iObservations, LTM, and professional Development	Administration Math Resource	CORE K12 Assessment review	Fall/Winter CORE K12 diagnostics 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:

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students accountable for demonstrating learning gains are actively monitored by their core teachers through participation of daily bell ringers and rotational math groups.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 63% (196)	Expected level of performnce is 70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementing professional development related to effective use of manipulatives and group	Use Math resource teacher and district capacity personnel to access manipulatives and	Administration Math Resource personnel	iObservations CORE K12 Assessments	Fall/Winter CORE K12 Diagnostics

	work	small group instruction implementation			
2	Participation in tutoring after school and during the school day	Provide transportation and incentives	Administration Tutorial Manager	Attendance Records	Attendance Records

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	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 group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Students in lowest 25% in grades 6-8 are mainstreamed in regular core math courses and receive small group instruction and monitored through CORE K12 assessments
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 61% (52)	Expected level of performance is 70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Implementing professional development related to effective use of differentiated instruction and math rotational model	Use Math resource and district capacity personnel to provide professional development	Administration Math Resource	Observations MATH Rotational model	Fall/Winter CORE K12 Diagnostics
2	Participating in tutoring after-school and during the school day	Provide transportation and incentives	Administration	Attendance records	Attendance Records

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	Middle School Mathematics Goal # Village Academy will reduce the achievement gap by 50% by the 2016-2017 school year.
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by 50%.	5A :					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Students have been homogeneously placed in their core math classes by grade level and performance levels
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is Black = 38% (133) Hispanic = 55% (23)	Expected levels of performance Black = 45% Hispanic = 60%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	Attendance REcords	Attendance Records

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:	Students are homogeneously placed in appropriate mathematics classes
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 28% (11)	Expected level of performance is 40%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Language barriers: Students and Families	LAngeage facilitators provides in class support for struggling ELL students in math instruction	Administration ELL Coordinator	CORE K12 assessment review	Fall/Winter CORE K12 diagnostics

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:	Students have been homogeneously placed in their core math courses
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 25% (19)	Expected level of performance is 35%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with specific disabilities demonstrating proficiency	IEP team will meet to review support services	Administration ESE Teachers ESE Coordinator	IEP review	Fall/Winter CORE K12 Diagnostics

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:	Economically disadvantage students are provided with a variety of academic options to best suite their academic needs
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 38% (147)	Expected level of performance is 50%

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	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	CORE K12 Assessment review	Fall/Winter CORE K12 Diagnostic

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	Level 3 students will receive mathematics skills through their core curriculum classes
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2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 24%	Expected level of performance is 40%

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	First time level 3 and other level 3 students repressing to Level 2	Providing support using daily skill reinforcement; tutoring during and after-school; enrichment programs; teacher support	Administration Math Resource Teachers	CORE K12 assessment review	Fall/Winter CORE K12 diagnostics
2	Level 2 students not progressing towards level 3	Providing support using daily skills reinforcement; tutoring during and after-school; enrichment programs	Administration Math Resource Teachers	CORE K12 assessment review	Fall/Winter Diagnostic 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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A
2	N/A	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 group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	Level 4 and Level 5 students receive mathematics skills through college bound curriculum courses for secondary students and enrichment activities for elementary students
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current Level of performance is 12% (47)	Expected level of performance is 20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 4 and Level 5 students regressing	Provide daily reinforcement using tutoring during and after-school, enrichment programs, and teacher support	Administration Math Resource	CORE K12 Assessments	Fall/Winter CORE K12 Diagnostics

		Supplemental programs such as Acaletics			
2	Consistently including higher order questions in lesson plan implementation	Providing support to teachers through iObservations, LTM, and professional Development	Administration Math Resource	CORE K12 Assessment review	Fall/Winter CORE K12 diagnostics results

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:	Algebra I students were enrolled in Pre-Algebra last school year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 52% (22)	Expected level of performance is 80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Algebra teachers	Reviewing CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics

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:	Level 4 and Level 5 students were enrolled in Pre-Algebra last year
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance is 5% (2)	Expected level of performance is 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	Participation in after-school tutorials	Provide transportation and incentives	Administration Algebra Teachers	Reviewing CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics

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%.

Village Academy will reduce the achievement gap by 50% by the 2016-2017 school year.

3A :

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.

All Algebra students were placed in PRe-Algebra the previous school year

Algebra Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Current level of performance is

Expected level of performance

Black = 57% (20)
Hispanic = 67% (2)

Black = 65%
Hispanic = 70%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Algebra Teachers	Reviewing CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics

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.

All students were placed in Pre-Algebra the previous school year.

Algebra Goal #3C:

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:

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

All students were placed in Pre-Algebra the previous school year

Algebra Goal #3D:

2012 Current Level of Performance:		2013 Expected Level of Performance:			
Current level of performance is 56% (5)		Expected level of performance is 65%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	Review of CORE K12 assessment results	Fall/Winter EOC CORE K12 Diagnostics

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.					
Algebra Goal #3E:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	Review CORE K12 assessment results	Fall/Winter EOC CORE K12 Diagnostics

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry.		All 10th grade students are enrolled in Geometry courses for the school year			
Geometry Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		Expected level of performance is 65%			
Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Geometry teachers	Review CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics
2	Professional development for small group instructions	On-going professional development	Administration District Resource	Review CORE K12 Assessments	Fall/Winter EOC CORE K12 Diagnostics

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:	All 10th grade students enrolled in Geometry
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Expected level of performance is 20%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration District resource	Review CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics

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 # Village Academy will decrease the achievement gap by 50% by the 2016-2017 school year. 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

Problem-Solving Process to Increase Student Achievement

	Person or	Process Used to
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	Review CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics

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:	All 10th grade students enrolled into Geometry course
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Expected level of performance is 35%

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	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	Review CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics

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
1	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	Review CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics

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:	All students enrolled into Geometry course
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		Expected level of performance is 40%			
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	Participation in after-school tutorials	Provide transportation and incentives	Administration Tutorial Manager	Review CORE K12 assessments	Fall/Winter EOC CORE K12 Diagnostics

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
Acaletics	3-10	Company Representative	MATH teachers	On-Going	Fall/Winter Diagnostics	Administration Math Teachers
Differentiated instruction	3-10	Math Resource Math Capacity Team	MATH Teachers	On-Going	Fall/Winter CORE K12 Diagnostics	Administration Math Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
MATH Resource TEACHER	Provide on going classroom support to teaches and teach various math courses	Title I	\$63,644.00
Provide on-going math tutorials	MATH during and after-school math tutorials	Title I	\$4,909.00
Subtotal:			\$68,553.00
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:			\$68,553.00

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:		5th and 8th grade students are engaged in hands on labs on a weekly basis. 8th grade students are enrolled into Earth/Space science where FCAT Tested benchmarks are incorporated.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Current level of performance is 22% (27)		Expected level of performance is 35%			
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	Level 2 students 5th and 8th grade not progressing to Level 3	All Level 2 students will be assigned to after-school tutoring	Administration Science Teachers	Tutorial Attendance	FCAT Science
2	N/A	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 group:					
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		Not applicable			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Not Applicable		Not Applicable			
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	N/A	N/A	N/A	N/A	N/A
2	N/A	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 group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:		5th and 8th grade students are engaged in hands on labs on a weekly basis. 8th grade students are enrolled into Earth/Space science where FCAT Tested benchmarks are incorporated.			

2012 Current Level of Performance:			2013 Expected Level of Performance:		
Current Level of Performance is 1% (1)			Expected level of performance is 5%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 3 students scoring level 4 or level 5	To provide differentiated enrichment instructions to solid level 3 students	Administration Science Teachers	Tutorial Attendance	Fall/Winter Diagnostics CORE K12

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:			N/A		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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:			5th and 8th grade students are engaged in hands on labs on a weekly basis. 8th grade students are enrolled into Earth/Space science where FCAT Tested benchmarks are incorporated.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Current level of performance is 22% (27)			Expected level of performance is 35%		
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	N/A	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 group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:	Not applicable
2012 Current Level of Performance:	2013 Expected Level of Performance:
Not Applicable	Not Applicable

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	N/A	N/A	N/A	N/A	N/A

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:	10th grade students are enrolled into Biology where EOC Tested benchmarks are incorporated into daily instruction
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current Level of Performance is 29%	Expected level of performance is 45%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher incorporating instructional strategies desgined to remediate deficiencies	Provide on-going instructional support to Biology teacher	Administration District Science resource Science contact	Analyze CORE K12 results	CORE K12 Fall and Winter 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:			10th grade students are enrolled into Biology where EOC Tested benchmarks are incorporated into daily instruction		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Current Level of performance for Level 4 and above is 5%			Expected level of performance is 20%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher incorporating enrichment instructional strategies	Provide on-going professional development for Biology teacher	Administration District Resource Science Contact	Review CORE K12 results	Fall/Winter CORE K12 diagnostic results

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
FCAT Science and Biology EOC instruction	5th, 8th, and Biology teachers	Learning Team Facilitator, Science Contact, District Resource coach	Science Teachers	On-Going	CORe K12 Assessments	Administration

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
.5 Science Teacher	Provide part-time science teacher for Middle Grades science (8th Grade)	Title I	\$31,822.00
			Subtotal: \$31,822.00
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: \$31,822.00

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:	All 4th grade students, 8th students taking language arts and 10th grade English II students will receive specific instruction geared towards writing through the use of 5 stages of writing as well as supplemental materials and will participate in Palm Beach Writes at adequate intervals to measure growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Current level of performance for Level 3 and up is 88%	Expected Level of Performance for Level 3 and up is 94%

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	4th, 8th and 10th grade students at a Level 3.0 and 3.5 not progressing towards 4.0	Constant formative writing assessments and implementation of writing curriculum with fidelity	Administration	Formative assessments such as Palm Beach Writes	FCAT Writes and Palm Beach writes
2	4th, 8th and 10th grade students at a Level 3.0 and 3.5 not progressing towards 4.0	Tutorial offered to 4th, 8th, and 10th grade students during and after-school. Lucy Caulkins writing strategies implemented for 4th grade students.	Administration	Formative assessments such as Palm Beach Writes	FCAT Writes Palm Beach 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:	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
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1	N/A	N/A	N/A	N/A	N/A
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lucy Caulkins Writing	4th Grade	District PErsoneel	4th Grade Teachers	On-Going	PB Writes	Administration
Components of FCAT Writing	8th and 10th Grade	Reading/Writing Coach District Resource	8th and 10th Grade	ON-Going	PB Writes	Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Lucy Caulkins Writing	Provide writing professional development for writing teachers	Title I	\$1,000.00
			Subtotal: \$1,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
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: \$1,000.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	All 7th grade students are enrolled into Civics and will be exposed to EOC tested benchmarks

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Expected level of performance is 50% proficiency

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	7th grade students demonstrating proficiency with all tested Civics benchmarks	Use CORE K12 to assess tested benchmarks throughout the school year and providing reteaching strategies	Administration Civics Teacher	Monitoring CORE K12 results	Fall/Winter CORE K12 diagnostics 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:	All 7th grade students are enrolled into Civics and will be exposed to EOC tested benchmarks
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Expected Level of performance is 25%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	7th grade students demonstrating proficiency with all tested Civics benchmarks	Use CORE K12 to assess tested benchmarks throughout the school year and providing reteaching strategies	Administration Civics Teachers	Monitoring CORE K12 assessments	Fall/Winter CORE K12 diagnostics

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
Tested Benchmark training	7th Grade	District Resource	Civics Teachers	On-Going	iObservations	Administration

Civics Budget:

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

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	All 10th grade students are enrolled into US History and will be exposed to EOC tested benchmarks
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	Expected level of performance is 50% proficiency

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrating proficiency with all EOC (US History) tested benchmarks	on-going mini assessments through CORE K12	Administration US History Teachers	Monitoring CORE K12 results	Fall/Winter CORE K12 Diagnostics

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:	All 10th grade students are enrolled into US History and will be exposed to EOC tested benchmarks
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A		Expected level of performance is 25%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrating proficiency with all EOC (US History) tested benchmarks	on-going mini assessments through CORE K12	Administration US History Teachers	Monitoring CORE K12 results	Fall/Winter CORE K12 Diagnostics

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
Tested Benchmark training	10th Grade	District Resources	US History Teachers	On-Going	Monitor CORE K12 results	Administration

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 elementary attendance rate to 99%
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
2012 Current attendance rate is 90%	2013 expected attendance rate is 98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
97 students with excessive absences (10 or more)using report RXOOA0197	2013 Expected number of students with excessive tardies is 30
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
235 students with excessive tardies	2013 Expected number of students with excessive tardies will be 75

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent communication; students in danger of dropping out or failing	E20/20 during and after school; ParentLink; Parent/Principal Summits; School Based Team Intervention; On Time arrival campaign consequences for unexcused tardies	Guidance Counselors and Administration	Work with district truancy personnel	Attendance Reports

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

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

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Number of students suspended will decrease by 15%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
459 total number of in-school suspensions	Expected number of In-School suspensions for 2013 will be 250
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
192 total number of students suspended in school	2013 Expected number of students suspended In-School will be 100
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
278 Number of Out-of-School Suspensions	2013 Expected number of Out of school suspensions will be 200
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
175 total students were suspended out of school	2013 Expected number of students suspended Out of School will be 125
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Student's making up missed work	Providing make-up work	Administration	Student Grades	Student Grades
2	Parent communication and conferences	On-going process to obtain current operable parent access numbers	Administration Parent Liasion	Parent Conference documentation	EDW Reports

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Village Academy graduated its second senior class in 2012
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
2012 Drop Out rate is 0%	2013 Expected Drop Out rate is 0%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Current graduation rate is 83%	2013 Expected graduation rate is 92%

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	12th grade students passing the FCAT Reading assessment required for graduation	12th grade students enrolled in Intensive Reading. 12th grade students receiving ACT prep instructions.	Administration Graduation coach Guidance Counselor	October and March FCAT retake assessment	Graduation May 2013.

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement		The goal is to involve parents in an organized, ongoing, and timely manner, in the planning, reviewing and improvements of the school as an important part of the decision making body. Involvement would include such things as implementation of the SIP, spending of parental involvement Title I funds, and parent volunteers to assist with school activities. Through this goal, parents will help further our vision of success.			
Parent Involvement Goal #1:					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Approximately 50% of parents are involved in communication with the school		Increase overall percentage to 70% of parents involved and participating in school decisions.			
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	Making better use of forms of communication to reach parents	Increase use of Parent Link phone system	Administration Leadership Team	Percentage of parent link phone calls received	Total number of calls placed
2	Lack of parent knowledge in Reading, Math, and Science	Provide parent trainings during Parent/Principal Summits to help parents support their student(s) with FCAT tests. Testing strategies and study skills, while monitoring child's progress.	Administration Leadership Team	Contact Logs Student Data Compare participant outcome numbers	Parent Sign in logs
3	Lack of participation from parents with parent trainign activities	SAC meetings First Tuesday of Each Month), Open House break out sessions, and Parent University programs. SAC parents will discuss schoolwide programs, compacts, and discuss changes.	Administration	Parent sign-in logs, completion certificates for parent university	Parent Sign-in Logs

4	Lack of Business Partners linked to the school	Identify target business partners. Principal and Family Liasion visits potential business partners.	Principal and Family Liasion	Total number of business partners participating	Total Business Partners
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Parent Nights	3-10	Campus Teachers	Parents of students in grades 3-10	February 2013	PArent sign-in sheets	PArent Liasion
PArent University	K-12	PArent Liasion	All PArents	October 2012	PArent Completion Certificates	PArent/Family Liasion

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Paraprofessional	Hire paraprofessional to support classroom instruction	Title I	\$24,320.00
6 Month temporary employee	Hire Family/PArent Liasion	Title I	\$4,127.00
			Subtotal: \$28,447.00
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: \$28,447.00

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

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Resource Teacher	Reading Coach to provide support services to Reading and Language Arts students	Title I	\$63,644.00
Reading	Reading Teacher	Reading teacher to provide additional instructional services to "At-Risk" reading students	Title I	\$63,644.00
Reading	Implement additional academic tutorial support such as tutoring.	Tutorial and supplemental programs during and after-school.	Title I	\$7,000.00
Mathematics	MATH Resource TEacher	Provide on going classroom support to teaches and teach various math courses	Title I	\$63,644.00
Mathematics	Provide on-going math tutorials	MATH during and after-school math tutorials	Title I	\$4,909.00
Science	.5 Science Teacher	Provide part-time science teacher for Middle Grades science (8th Grade)	Title I	\$31,822.00
Writing	Lucy Caulkins Writing	Provide writing professional development for writing teachers	Title I	\$1,000.00
Parent Involvement	Paraprofessional	Hire paraprofessional to support classroom instruction	Title I	\$24,320.00
Parent Involvement	6 Month temporary employee	Hire Family/PARENT Liasion	Title I	\$4,127.00
				Subtotal: \$264,110.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	To provide technology materials and supplies to support the reading instruction	To purchase printer cartidges for teachers classroom printers	Title I	\$1,200.00
				Subtotal: \$1,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Substitutes teachers for Professional Development	Title I funds for student achievement	Title I funds	\$2,544.00
Reading	Provide on-site professional development provided by Teachers College for teachers using Readers Workshop	Teachers College staff developers will facilitate on site Readers Workshop training.	Title I Funds	\$18,000.00
Reading	Provide AVID professional development for administration and AVID teachers	Attend AVID related conferences and seminars	Title I Funds	\$809.00
				Subtotal: \$21,353.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide additional classroom reading materials to support Reading instruction.	Acclerated REading teachers will provide literature based reading materials to accelerated students	Title I	\$3,000.00
				Subtotal: \$3,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="radio"/> Priority	<input type="radio"/> Focus	<input type="radio"/> Prevent	<input type="radio"/> NA
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Are you a reward school: Yes No

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

[View uploaded file](#) (Uploaded on 9/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Support After-school tutorial programs Support mini classrooms grant initiatives submitted by classroom teachers	\$1,500.00

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

The SAC will be involved in activities such as:

Revising By LAws
 Providing feedback for School Improvement Plan
 Participate in PARENT university activities

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

Palm Beach School District VILLAGE ACADEMY ON THE ART & SARA JO KOBACKER CAMPUS 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	52%	83%	22%	202	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	52%	65%			117	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	63% (YES)	68% (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					450	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District VILLAGE ACADEMY ON THE ART & SARA JO KOBACKER CAMPUS 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	47%	62%	89%	38%	236	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	54%	63%			117	3 ways to make gains: <ul style="list-style-type: none"> ● 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?	61% (YES)	62% (YES)			123	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					476	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested