

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: WAKULLA COAST CHARTER SCHOOL OF ARTS SCIENCE & TECHNOLOGY

District Name: Wakulla

Principal: Alyssa Higgins

SAC Chair: Susan Flournoy

Superintendent: David Miller

Date of School Board Approval: 11/19/2012

Last Modified on: 11/7/2012

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	Alyssa Higgins	B.S. in Political Science; M.S. in Political Science; FL. Teacher's Certification; GA. Teacher's Certification; Education Preparation Institute	3.5	1.5	<ul style="list-style-type: none"> •2006-07; school grade of B; AYP not met but 95% of criteria satisfied; 61% of students made learning gains in Math and 59% of students made learning gains in Reading •2007-08; school grade of B; AYP not met but 92% of criteria satisfied; 71% of students made learning gains in Math and 61% of students made learning gains in Reading •2008-09; school grade of A; AYP not met but 87% of criteria satisfied; 67% of students made learning gains in Math and 63% of students made learning gains in Reading •2009-10; school grade of A; AYP not met but 87% of criteria satisfied; 69% of students made learning gains in Math and 70% of students made learning gains in Reading 2011-2012 school grade of C;

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Susan Flournoy	BS Early Childhood Education, ESE K -12 ECE PreK - 3	11	1	2006-07; school grade of B; AYP not met but 95% of criteria satisfied; 61% of students made learning gains in Math and 59% of students made learning gains in Reading 2007-08; school grade of B; AYP not met but 92% of criteria satisfied; 71% of students made learning gains in Math and 61% of students made learning gains in Reading 2008-09; school grade of A; AYP not met but 87% of criteria satisfied; 67% of students made learning gains in Math and 63% of students made learning gains in Reading 2009-10; school grade of A; AYP not met but 87% of criteria satisfied; 69% of students made learning gains in Math and 70% of students made learning gains in Reading 2010-11 School Grade D 2011-2012 school grade C

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	COAST strives to hire highly qualified teachers. The school has a unique setting and attracts high caliber personnel. 1. Attract HQ teachers by providing smaller setting, smaller classes 2. Provide increased number of mentor teachers to assist new teachers or teachers striving to become more effective 3. Teachers are retained each year, if effective, and welcome the opportunity of reemployment at COAST to work where there is a Shared Leadership Model and unique setting.	Principal	Ongoing	

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
1 middle school teacher is out of field but still considered effective. She is completing her Reading Endorsement.	The principal provides ongoing support and monetary reimbursement for classes not covered by the district. This teacher will complete her Reading Endorsement by 10/01/13.

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
16	0.0%(0)	43.8%(7)	31.3%(5)	25.0%(4)	25.0%(4)	93.8%(15)	0.0%(0)	0.0%(0)	6.3%(1)

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
Jane Young	Arianne Morgan	Mrs. Young has been a mentor for previous new teachers and will provide ample and effective feedback as needed. She holds the Clinical Educator Certification.	Mrs. Young (CE) continues to mentor Mrs. Morgan in her 2nd year of teaching at COAST, consulting as needed on curriculum, class management.
Karen Connon	Leander Graves	Mrs. Connon has been the Middle school Lead Teacher at COAST for 5 years and was the previous year Math teacher. She has recently completed her CE training to assist with mentoring.	Consulting as needed on curriculum planning, modeling lessons.
Susan Flournoy	Judy Richards/Sara Patton	Ms. Flournoy has BS in Early Childhood Educ and 10 years experience in teaching PK-K.	Modeling lessons, ongoing support in the classroom, Core curriculum consultant, behavior and classroom management.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part A

Federal, state and local funds are all utilized towards the common goal of improving student achievement at COAST. Title I funds are used to pay for the salary of a part-time resource teacher for reading and math, grades 1-6. Inclusion and small group remediation are implemented daily to students identified as in need. Additional Title I funds are used as restricted by law for data driven professional development and increasing parent involvement, all moving towards the ultimate goal of improved student achievement. FEFP funds are budgeted with priorities of maintaining quality teachers and staff and curriculum needs for achieving higher performance from individual students. Additional Title I funds have been set aside through the District Title I coordinator for Supplemental Education Services as required to serve qualifying students.

The major portion of the 2012-13 Title I funds will be used to provide the salary for a separate and smaller size classroom

unit. This teacher will serve the unusual high number of 3rd grade students identified as previously retained and/or low performing in Reading as indicated by FCAT, Stanford, RTI, and/or FAIR assessment.

The remaining Title I funds will pay a portion of the salary of an additional part-time Instructional COACH who will provide reading/math remediation for our students with the highest needs on a regular schedule of 2-4 times a week. The part time coach will also provide to our teachers consulting on differentiated instruction and assessment to better serve our lower Quartile students.

IDEA funds are used for a part time Speech Pathologist and a part-time ESE teacher who serves the approx. 11% of students with special needs.

Title I, Part C- Migrant

PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title I, Part D

The district does not receive Title I, Part D funds.

Title II

Title II funds are coordinated with Title I funds to cover professional development for non highly qualified teachers seeking Reading Endorsement to obtain HQ status. Funds are also used to cover expenses for other professional development school wide.

Title III

The district does not receive Title III funds. However, services for English Language Learners are provided by the district student services department.

Title X- Homeless

The District Student Service Department assists in providing clothing, school supplies, and social service referrals for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

PBS-Continuing for the fourth year, COAST will fully implement the Positive Behavior Support system (PBS) throughout the entire school. This system of positive reinforcement of good behaviors will be used as a violence prevention program, to try to stop violent behavior before it starts. We believe that if we "Catch Them Being Good," the number of disciplinary problems and incidents of violence will be reduced. The reward system established through PBS promotes good behaviors instead of implementing negative reinforcement.

CyberSafety-The District shares a Cyber Safety program for our lower grade students each year and the St of FL District Attorney's office also provides an additional Cyber Bullying and Safety presentation to our Middle School students.

Bullying- A representative from Refuge House, Domestic Violence/Rape Crisis, that serves Wakulla County, is providing a Bullying Program for our Middle School students .

Nutrition Programs

Under the National School Lunch Program, student nutrition has always been a priority at COAST. With a full breakfast and lunch program, the 81% economically disadvantaged students are served daily nutritious meals and are versed in lifelong, sound nutrition practices. In addition, COAST will continue to implement our more healthy menu choices consisting of whole wheat pastas, rice, and breads; fresh vegetables and fruits instead of canned vegetables and fruits; minimal amounts of processed foods; fewer lunches loaded with starches and sodium; and fresh, unprocessed meats from the USDA Commodities program.

Nutrition Education-A representative from The Wakulla County Extension Service provides ongoing nutritional studies for grades K-4 each year.

Housing Programs

Not Applicable

Head Start

Not Applicable

Adult Education

Not Applicable

Career and Technical Education

Middle School teachers are providing Career Choices curriculum under EPep Florida's adopted and required curriculum as part of the 8th grade year in Social Studies.

Job Training

Not Applicable

Other

IDEA Federal funds for Exceptional Student Education are coordinated with Title I funding and efforts to improve student performance as described above.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Susan Flournoy, Chair; Arianne Morgan, Elem rep; Lesley Gerrell, Middle School rep

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 MTSS team for COAST will serve many purposes. The 3 member team will serve as a Child Study Team for RTI, ESE, and Literacy Leadership. Since our school faculty is small utilizing the same members for each team is a must. Coordination of student needs and teacher intervention is priority for all team services. Meetings are held quarterly or at teacher request for urgent needs. All teachers participate in Data Day led by the Academic Coach, who is also the Chair of MTSS and the part time ESE teacher. At Data Day meetings teachers may discuss the level of need for students already receiving intervention and any further transitions between levels or students needing introduction to the tiered approach. RTI forms and tracking of the fidelity of interventions are completed and further differentiated approaches are planned.

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?

COAST's MTSS Leadership Team will mentor regular teachers and special area teachers with strategic interventions and accountability as outlined in the School Improvement Plan. The MTSS team will provide strategies and interventions in areas where our students are exhibiting low academic performance. The MTSS team works to function as a liaison between faculty and the principal to help steer curriculum budget and professional development based on data indicating student need for improvement.

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.

FAIR (Florida Assessment for Instruction in Reading) will be administered three times during the year. All K-8 students will take the Broad Screen and the Broad Diagnostic Inventory, with targeted students being assessed with the Targeted Diagnostic Inventory. All data is entered into the PMRN (Progress Monitoring Reporting Network). Disaggregated data reports are then available to administrators and faculty to use in planning for instruction. This data is provided through Performance Matters, a tool provided by Wakulla County School District to all teachers at Wakulla County schools. Ongoing progress monitoring is utilized for Tier II and Tier III students between the assessment windows. This is also part of FAIR.

Selected problems from the Department of Education interim science assessments, STAR Math and Reading Assessments will be given to all students grades 3-8 three times a year, as well, to monitor their progress. Wakulla Writes will be used to progress monitor the writing for grades 4 and 8, as they take FCAT Writes in the Spring. Destination Learning, FOCUS, and FCAT Explorer will also be used to progress monitor the Tier II and Tier III students.

Describe the plan to train staff on MTSS.

COAST will participate in the district RTI training for administrators and staff, as well as ongoing training by the COAST MTSS

Leadership Team. The RtI District Coordinator will lead a school site RtI training session with all faculty at COAST during the first quarter of the school year.

Ongoing training will occur throughout the school year with some utilization of early release days. All teachers are provided with flip-charts of academic and behavioral interventions for each of the three tiers which is to be utilized from Day 1 of school. In addition, the school MTSS Leadership Team will serve as a training forum for teachers who are working with Tier I, II and Tier III students.

Describe the plan to support MTSS.

The principal has merged several part time positions into one full time position to serve lower quartile students and also to work with teachers and staff to serve the needs of these identified students. The part time ESE teacher and RtI coordinator have been combined with the part time Title I resource teacher. This position now serves small group remediation for students identified at risk for various reasons including Exceptional Student Education, students retained in the previous year, low socio-economic background, students performing at a Level 1 on FCAT Reading and Math and/or below the 50% on Stanford, and any student whose interim assessment data indicates a need for further support. This position is now better described as an Instructional Coach/ ESE Teacher and also serves as the chair of the MTSS Leadership Team and the School Advisory Council. The melding of these positions provides for a more seamless approach to school wide student academic improvement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Susan Flournoy, Chair; Arianne Morgan, Elementary Rep; Lesley Gerrell, Middle School Rep

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

Meetings will take place quarterly to plan the scheduled parent nights to better inform parents on how to help their child make learning gains in Reading. Student data will be disaggregated and discussed to develop and implement strategies to increase student achievement. The meetings will be conducted after school hours with the Chair leading the discussion.

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

The initiatives for the LLT during the 2012-2013 school year are the following:
READING DRILLS-School wide Stop, Drop, and Read Program will be spontaneously announced by the principal weekly for 20 minutes of silent reading time.

- Enhancing the initiative for Reading Support in the content areas, specifically in Math and Science, for assessment accountability
- Informing parents of the importance of having their child read, if not every night, at least four (4) nights a week.
- Using specific student data to determine which strategies/programs are most effective and which ones can be improve upon.
- Utilizing the Instructional Coach for coordinated remediation/ESE intervention in the most effective way in order to increase student achievement through inclusion, small groups and differentiated instruction.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

Local area preschools and day cares are offered spring field trips to COAST and, individually, can be included in Spend the Day in Kindergarten at COAST. COAST has implemented its own Pre-K program with support from Arbor Education and the State Of

Florida. Pre-K is combined with Kindergarten in a full school day program. There is no further charge to parents for this four-year-old program. Transportation is provided with the regular bus routes. Pre-K students transition easily into the Kindergarten routines after completing their first year at COAST.

COAST Administration has plans underway to expand the Pre K program in the 2013-14 school year to serve an additional 11 student classroom of VPK 4 year olds.

*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.

Cross-curricular planning, scaffolding, data analysis, and extended planning to support the reading teacher for grades 6-8 is implemented for the three middle school teachers. Also, the three middle school teachers will meet once a month for a Learning Team Meeting to discuss student progress and interventions already implemented. Both the math and science classes will utilize content-area reading to help teach reading strategies to students.

*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](#)

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:	Increase the percentage of students achieving grade-level proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
56%	58%

Problem-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	Economic Disadvantaged	Small group instruction, remediation from the Instructional Coach/ESE Teacher research-based curriculum, plus Destination Reading and Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Reading and Math assignments/activities.	Classroom Teacher and Instructional Coach/ESE Teacher Principal	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
2	Excessive Absences	Interventions for excessive absences, process of warning letters and court referrals. Reward good attendance.	Administrative Assistant, Principal, Classroom Teacher, Instructional Coach/ESE teacher, Attendance Review Team.	Scheduled Attendance Reviews by Admin. Asst., excessive absences reported by the Gen Ed teacher.	FOCUS reports Attendance Review Team, and regular classroom teachers.
3	Students With Disabilities	Inclusion, small group instruction, remediation and data driven differentiated instruction provided by the General Education Teacher, Instructional Coach/ESE Teacher	General Ed Teacher, Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
4	High % of 3rd grade students who have been identified as low performing and/or repeating 3rd grade.	Administrative decision to split the 3rd grade class and place the lowest students in a small classroom setting of 12 students. Students will still receive inclusion ESE services, small group differentiated instruction and remedial intervention instruction in reading and math.	General Ed Teacher, Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
	Economic Disadvantaged	Implementing Rewards program for decoding	General Ed Classroom Teacher and	Teacher assessment/observation	Teacher Checklist/Curriculum

5	and comprehension skills in grades 4-8 during first 12 weeks of school. Remediation in small groups utilizing the remedial reading program , Triumphs, as supplemental to the regular classroom Treasures Reading program for grades 1-5. In grades 6-8 an inclusion model of remediation is incorporated Destination Reading and Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Reading and Math extracurricular assignments/activities.	Instructional COACH/ESE Teacher , and Principal	Interim assessment Annual assessment	Tests FAIR tests 3x year STAR Reading FCAT Stanford K-2
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading 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				

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:	Increase the percentage of students achieving above grade-level proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26%	29%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Identifying students on	Using data for	General Ed Teacher	Teacher Assess	Teacher

1	the cusp to improve student achievement	supplemental curriculum and differentiated instruction targeting student needs.	Instructional Coach/ESE Teacher	Interim Assess Annual Assess	Assessment Curriculum Asses. STAR FAIR FCAT Stanford
2	Identifying students who need further challenging or higher level reading instruction	On Data Days Identify students on the cusp of Level 3^4, Level 4^5	General Ed Teacher, Instructional Coach	Using PMRN, Performance Matters, and FOCUS to discover students on cusp	Teacher Assessment Curriculum Asses. STAR FAIR FCAT
3	Increasing fluency rate	Implementing Rewards Reading program to improve decoding and comprehension skills	Gen Ed teacher, Instructional Coach	Fluency rate increase	Weekly fluency checks
4	Improving comprehension skills	Encourage reading materials at or above grade level	Gen Ed teacher, Instructional Coach	Higher comprehension levels	STAR Reading FAIR assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
None	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 group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percentage of students making learning gains will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	66%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying low performing students	Using previous data to determine low performance and prescriptive teaching	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Data Days PMRN FOCUS Performance Matters FAIR STAR
2	High % of 3rd grade students who have been identified as low performing and/or repeating 3rd grade.	Administrative decision to split the 3rd grade class and place the lowest students in a small classroom setting of 12 students. Students will still receive inclusion ESE services, small group differentiated instruction and remedial intervention instruction in reading and math.	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Data Days PMRN FOCUS Performance Matters FAIR STAR
3	Economic Disadvantage	Implementing Rewards program for decoding and comprehension skills in grades 4-8 during first 12 weeks of school. Remediation in small groups utilizing the remedial reading program , Triumphs, as supplemental to the regular classroom Treasures Reading program for grades 1-5. In grades 6-8 an inclusion model of remediation is incorporated Destination Reading and Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Reading and Math extracurricular assignments/activities.	General Ed Classroom Teacher Instructional COACH/ESE Teacher Principal	Teacher assessment/observation Interim assessment Annual assessment	Teacher Checklist/Curriculum Tests FAIR tests 3x year STAR Reading FCAT
4	Excessive Absences	Reward perfect attendance Follow attendance intervention guidelines at set points as described in our attendance policy. Warning letters and interventions including court referral.	Administrative Assistant, Classroom Teacher Principal Attendance Review Team	Reviewing quarterly reports and interventions	FOCUS reports
5	Students With Disabilities	Implementing Rewards program for decoding and comprehension skills in grades 4-8 during first 12 weeks of school. Remediation in small groups utilizing the remedial reading program , Triumphs, as supplemental to the regular classroom Treasures Reading program for grades 1-5. In grades 6-8 an inclusion model of	General Ed Classroom Teacher Instructional COACH/ESE Teacher Principal	Teacher assessment/observation Interim assessment Annual assessment	Teacher Checklist/Curriculum Tests FAIR tests 3x year STAR Reading FCAT Stanford K-2

	remediation is incorporated Destination Reading and Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Reading and Math extracurricular assignments/activities.		
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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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The percentage of lower quartile students making learning gains will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58%	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	Identifying lower quartile students	Using data for differentiated instruction	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual assessment	PMRN FOCUS Performance matters STAR FAIR FCAT Stanford
	High % of 3rd grade students who have been identified as low	Administrative decision to split the 3rd grade class and place the lowest	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Data Days PMRN FOCUS

2	performing and/or repeating 3rd grade.	students in a small classroom setting of 12 students. Students will still receive inclusion ESE services, small group differentiated instruction and remedial intervention instruction in reading and math.			Performance Matters FAIR STAR
3	Economic Disadvantaged	Implementing Rewards program for decoding and comprehension skills in grades 4-8 during first 12 weeks of school. Remediation in small groups utilizing the remedial reading program , Triumphs, as supplemental to the regular classroom Treasures Reading program for grades 1-5. In grades 6-8 an inclusion model of remediation is incorporated Destination Reading and Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Reading and Math extracurricular assignments/activities.	General Ed Classroom Teacher and Instructional COACH/ESE Teacher , and Principal	Teacher assessment/observation Interim assessment Annual assessment	Teacher Checklist/Curriculum Tests FAIR tests 3x year STAR Reading FCAT Stanford K-2
4	Excessive Absences	Reward perfect attendance Follow attendance intervention guidelines at set points as described in our attendance policy	Administrative Assistant, Principal, Classroom Teacher, Instructional Coach, Attendance Review Team	Review Quarterly reports and follow up after warning letters.	FOCUS Reports
5	Students With Disabilities	Implementing Rewards program for decoding and comprehension skills in grades 4-8 during first 12 weeks of school. Remediation in small groups utilizing the remedial reading program , Triumphs, as supplemental to the regular classroom Treasures Reading program for grades 1-5. In grades 6-8 an inclusion model of remediation is incorporated Destination Reading and Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Reading and Math extracurricular assignments/activities.	General Ed Classroom Teacher and Instructional COACH/ESE Teacher , and Principal	Teacher assessment/observation Interim assessment Annual assessment	Teacher Checklist/Curriculum Tests FAIR tests 3x year STAR Reading FCAT Stanford K-2

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

Reading Goal #

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

For School year 2017 COAST students school wide will achieve 74% satisfactory rating in Reading.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	56%	58%	60%	65%	69%	

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:	Student sub groups will achieve an average of 53% making satisfactory progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% White 42% SWD 51% ED	56%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying subgroups as low performers	Using Data for Differentiated Instruction for ethnic sub groups	Gen Ed teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual assess	FOCUS PMRN Performance Matters FAIR STAR FCAT
2	Economic Disadvantaged White: Economic Dis Black: NA Hispanic: NA Asian: NA American Indian: NA	Implementing Rewards program for decoding and comprehension skills in grades 4-8 during first 12 weeks of school. Instructional Coach will provide remediation from the research-based Curriculum, Triumphs, that parallels the regular instruction in Reading, Treasures. Destination Reading and cross-curricular planning for reading in the content area, and STAR Reading extracurricular assignments/activities	General Ed Teacher/ Instructional Coach	Teacher assessment Interim assessment Annual assessment	Teacher or Curriculum tests FAIR FCAT
3	Excessive Absences	Reward perfect attendance Follow attendance intervention guidelines at set points as described in	Administrative Assistant, Principal, Classroom Teacher,	Attendance Review Team Attendance reports	FOCUS Reports

		our attendance policy	Instructional Coach		
4	Students With Disabilities	<p>Implementing Rewards program for decoding and comprehension skills in grades 4-8 during first 12 weeks of school.</p> <p>Instructional Coach will provide remediation from the research-based Curriculum, Triumphs, that parallels the regular instruction in Reading, Treasures.</p> <p>Destination Reading and cross-curricular planning for reading in the content area, and STAR Reading extracurricular assignments/activities.</p>	<p>Instructional Coach/ ESE Teacher, General ED Classroom Teacher, and principal</p>	<p>Teacher assessment Interim assessment Annual assessment</p>	<p>Teacher Checklist/Curriculum Tests</p> <p>FAIR tests 3x year STAR Reading FCAT</p>

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.					
Reading Goal #5C:		N/A			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		Students With Disabilities will increase satisfactory performance in Reading by 11% in SY 2013 and meet the AMO of 53%.			
Reading Goal #5D:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
42%		53%			

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying SWD sub group as low performing	Using data for differentiated Instruction to improve performance	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	FOCUS PMRN Performance Matters FAIR STAR FCAT
2	N/A	N/A	N/A	N/A	N/A
3	Students with disabilities	<p>Implementing Rewards program for decoding and comprehension skills in grades 4-8 during first 12 weeks of school.</p> <p>Instructional Coach will provide remediation from the research-based Curriculum, Triumphs, that parallels the regular instruction in Reading, Treasures.</p> <p>Destination Reading and cross-curricular planning for reading in the content area, and STAR Reading extracurricular assignments/activities.</p>	Instructional Coach/ ESE Teacher, General ED Classroom Teacher, and principal	Teacher assessment Interim assessment Annual assessment	Teacher Checklist/Curriculum Tests FAIR tests 3x year STAR Reading FCAT

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Economically disadvantaged students will achieve 53% satisfactory progress in reading in year 2013.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	53%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Identifying ED sub group as low performing	Using data for differentiated Instruction to improve performance	Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	FOCUS PMRN Performance

1			Gen Ed Teacher		Matters FAIR STAR FCAT
2	Economic Disadvantaged	<p>Implementing Rewards program for decoding and comprehension skills in grades 4-8 during first 12 weeks of school.</p> <p>Instructional Coach will provide remediation from the research-based Curriculum, Triumphs, that parallels the regular instruction in Reading, Treasures.</p> <p>Destination Reading and cross-curricular planning for reading in the content area, and STAR Reading extracurricular assignments/activities</p>	Instructional Coach/ ESE Teacher, General ED Classroom Teacher, and principal	Teacher assessment Interim assessment Annual assessment	Teacher Checklist/Curriculum Tests FAIR tests 3x year STAR Reading FCAT

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
Rewards Training	Reading Grades 4-8	Principal FDLRS	Gen Ed Reading Teachers 4-8	Pre Planning Day	Observing student application skills Teacher assessment improved comp and decoding skills Improved fluency Improved FAIR performance Improved FCAT performance	Gen Ed Teachers Instructional Coach
Differentiated Instruction	Reading/ Math/Science/K-12	FL Inclusion Network	Gen ED teachers Grades K, 5, 6, 7, 8	October	Observing small groups in classroom Tiered instruction Data Day targeted students	Gen Ed Teachers Instructional Coach Principal
Continuous Improvement Model	Grade K-8 Reading/Math/Science	Principal CE Teacher	School Wide	Pre Plan	Prepare and Use of curriculum map in each subject area	Gen ed teacher principal
Common Core Reading	Read/LA K-12	DOE	Grade 6-7-8 Read/ LA Teacher	Summer 2012	Implementation Common core standards	Gen Ed Teacher Principal
Common Core reading	Read/LA	Kathy Orapolla	Gen Ed Teachers K, 1st	Summer 2012	Implementation Common core standards	Gen Ed Teacher Principal
					Observing small groups	

Data Day	Read Gr K-8	Instructional Coach/ principal	School Wide	Pre Plan	in classroom Tiered instruction Data Day targeted students	Instructional Coach/ principal
Performance Matters	Read Grade K-8	Teacher Led Trained Prev	School wide	Pre Plan	Data Day targeted students	Gen Ed Teachers Instructional Coach Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Remedial Reading	Triumphs remedial Reading program that accompanies and supplements the Treasures Reading program used in the Gen ED classroom.	FEFP 0.00 Purchased under 2011-12 budget Rewards Reading program to improve decoding, fluency and comprehension skills FEFP 239.88 FEFP purchased 2011-12	\$0.00
Rewards Reading program	Program to strengthen decoding, fluency, and comprehension	FEFP	\$239.88
			Subtotal: \$239.88
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Destination Reading Technology	program Grade level K-6 reading reinforcement in vocabulary, phonics, decoding, and comprehension	Purchased under school year 2009-10 SI Grant	\$0.00
Mobile Computer Lab	For student use in Reading and Reading in Content Area and to meet the needs of FCAT online testing for 3 grades 2013	FEFP, Local Fundraisers	\$10,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Differentiated Instruction	Multi Tiered Instruction and assessment for the general ed classroom	FEFP/Florida Inclusion Network	\$0.00
Reading Endorsement	Competency 6-8/Reading NEFEC Lesley Gerrell to complete Reading Endorsement	Title II	\$380.00
Rewards Training	Reading curric to enhance decoding skills, fluency, and comprehension.	FDLRS	\$0.00
			Subtotal: \$380.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Instructional Coach as remediation teacher school wide.	Instructional Coach	Title I	\$6,584.00
Separating 3rd grade students into 2 classes due to high number of 3rd graders repeating and at risk for retention.	Separate class unit for intense reading instruction for at risk 3rd grade students.	Title I	\$40,000.00
			Subtotal: \$46,584.00
			Grand Total: \$57,203.88

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:

N/A

2012 Current Percent of Students Proficient in listening/speaking:

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				

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:

N/A

2012 Current Percent of Students Proficient in reading:

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				

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

3. Students scoring proficient in writing.
CELLA Goal #3:

N/A

2012 Current Percent of Students Proficient in writing:

N/A

Problem-Solving Process to Increase Student Achievement

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

CELLA Budget:

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase the number of students achieving grade-level proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	54%

Problem-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	Economic Disadvantaged	Small group instruction, remediation from the Instructional Coach/ESE Teacher research-based curriculum, plus Destination Reading and Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Reading and Math assignments/activities.	Classroom Teacher and Instructional Coach/ESE Teacher Principal	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
2	Excessive Absences	Interventions for excessive absences, process of warning letters and court referrals. Reward good attendance.	Administrative Assistant, Principal, Classroom Teacher, Instructional Coach/ESE teacher, Attendance Review Team.	Scheduled Attendance Reviews by Admin. Asst., excessive absences reported by the Gen Ed teacher.	FOCUS reports Attendance Review Team, and regular classroom teachers.
3	Students With Disabilities	Inclusion, small group instruction, remediation and data driven differentiated instruction provided by the General Education Teacher, Instructional Coach/ESE Teacher	General Ed Teacher, Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
4	High % of 3rd grade students who have been identified as low performing and/or repeating 3rd grade.	Administrative decision to split the 3rd grade class and place the lowest students in a small classroom setting of 12 students. Students will still receive inclusion ESE services, small group differentiated instruction and remedial intervention instruction in reading and math.	General Ed Teacher, Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
5	Identifying students scoring below proficiency	Using data driven differentiated Instruction Small group remediation, Inclusion remedial instruction	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Increase the percentage of students achieving above grade-level proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%	24%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying students on the cusp to improve student achievement	Using data for supplemental curriculum and differentiated instruction targeting student needs.	General Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
2	Economic Disadvantaged	Small group instruction, remediation from the Instructional Coach, research-based curriculum, Destination Math(Riverdeep), and STAR Math	Classroom Teacher and Instructional Coach	Teacher Assess Interim Assess Annual Assess	Teacher Assessment Curriculum Asses. STAR FAIR FCAT
3	Students With Disabilities	Small group instruction, remediation from the Instructional Coach, research-based curriculum, Destination Math(Riverdeep), and STAR Math	General Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	Teacher Assessment Curriculum Asses. STAR FAIR FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal # 3a:	The percentage of students making learning gains will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying low performing students	Using previous data to determine low performance and prescriptive teaching	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Data Days PMRN FOCUS Performance Matters FAIR STAR
2	High % of 3rd grade students who have been identified as low performing and/or repeating 3rd grade.	Administrative decision to split the 3rd grade class and place the lowest students in a small classroom setting of 12 students. Students will still receive inclusion ESE services, small group differentiated instruction and remedial intervention instruction in reading and math.	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Data Days PMRN FOCUS Performance Matters FAIR STAR
	Economic Disadvantaged	Small group instruction, remediation from the Instructional	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Teacher/Curriculum Assessment STAR Math

3		Coach, research-based curriculum, plus Destination Math (Riverdeep), and STAR Math			FCAT
4	Excessive Absences	Interventions for excessive absences, process of warning letters and court referrals. Reward good attendance.	Administrative Assistant, Principal, Classroom Teacher, Instructional Coach/ESE teacher, Attendance Review Team.	Scheduled Attendance Reviews by Admin. Asst., excessive absences reported by the Gen Ed teacher.	FOCUS reports
5	Students With Disabilities	Small group instruction, Inclusion remediation from the Instructional Coach, ESE Services, differentiated instruction	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Teacher/Curriculum Assessment STAR Math FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of lower quartile students making learning gains will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	74%

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Identifying lower quartile students	Using data for differentiated instruction	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual assessment	PMRN FOCUS Performance

1					matters STAR FAIR FCAT Stanford
2	High % of 3rd grade students who have been identified as low performing and/or repeating 3rd grade.	Administrative decision to split the 3rd grade class and place the lowest students in a small classroom setting of 12 students. Students will still receive inclusion ESE services, small group differentiated instruction and remedial intervention instruction in reading and math.	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Data Days PMRN FOCUS Performance Matters FAIR STAR
3	Economic Disadvantaged	Small group instruction, Inclusion remediation from the Instructional Coach, research-based curriculum, Destination Math (Riverdeep), and STAR Math	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual assessment	Teacher/Curriculum Assess STAR Math FCAT
4	Excessive Absences	Excessive Absences Interventions for excessive absences, process of warning letters and court referrals. Reward good attendance.	Administrative Assistant, Principal, Classroom Teacher, Instructional Coach/ESE teacher, Attendance Review Team.	Scheduled Attendance Reviews by Admin. Asst., excessive absences reported by the Gen Ed teacher.	FOCUS reports
5	Students With Disabilities	Small group instruction, Inclusion remediation from the Instructional Coach, ESE Services, differentiated instruction	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual assessment	Teacher/Curriculum Assess STAR Math FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By the year 2017 students will increase proficiency levels in math and meet the AMO of 74%.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	54%	59%	63%	68%	

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:	The percentage of white students achieving satisfactory progress will increase. Other ethnic sub groups N/A.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% White	54%
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying subgroups as low performers	Using Data for Differentiated Instruction for ethnic sub groups	Gen Ed teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual assess	FOCUS PMRN Performance Matters FAIR STAR FCAT
2	Economic Disadvantaged	Small group instruction, Inclusion remediation from the Instructional Coach, research-based curriculum, plus Destination Math (Riverdeep), and STAR Math	Gen Ed teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual assess	Teacher/Curriculum Assessment STAR Math FCAT
3	Excessive Absences	Interventions for excessive absences, process of warning letters and court referrals. Reward good attendance.	Administrative Assistant, Principal, Classroom Teacher, Instructional Coach/ESE teacher, Attendance Review Team.	Scheduled Attendance Reviews by Admin. Asst., excessive absences reported by the Gen Ed teacher.	FOCUS reports
4	Students With Disabilities	Small group instruction, Inclusion remediation from the Instructional Coach, ESE Services, differentiated instruction	Gen Ed teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual assess	Teacher/Curriculum Assessment STAR Math FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Students With Disabilities will increase in math performance by making satisfactory progress in Math,
2012 Current Level of Performance:	2013 Expected Level of Performance:

17%					58%
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying SWD sub group as low performing	Using data for differentiated Instruction to improve performance	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	FOCUS PMRN Performance Matters FAIR STAR FCAT
2	Students With Disabilities	Small group instruction, Inclusion remediation from the Instructional Coach, ESE Services, differentiated instruction	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Teacher/Curriculum Assessment STAR Math FCAT

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Our percentage of economically disadvantaged students achieving proficiency will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46%	51%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying ED sub group as low performing	Using data for differentiated Instruction to improve performance	Instructional Coach/ESE Teacher Gen Ed Teacher	Teacher Assess Interim Assess Annual Assess	FOCUS PMRN Performance Matters FAIR STAR FCAT
2	Economic Disadvantaged	Small group instruction, Inclusion remediation from the Instructional Coach, research-based curriculum, Destination Math (Riverdeep), STAR Math	Instructional Coach/ESE Teacher Gen Ed Teacher	Teacher Assess Interim Assess Annual Assess	Teacher/Curriculum Assess STAR Math FCAT

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in

mathematics. Mathematics Goal # 1a:	Students achieving proficiency or above in Math will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	54%

Problem-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	Economic Disadvantaged	Small group instruction, remediation from the Instructional Coach/ESE Teacher research-based curriculum, plus Destination Reading and Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Reading and Math assignments/activities.	Classroom Teacher and Instructional Coach/ESE Teacher Principal	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
2	Excessive Absences	Interventions for excessive absences, process of warning letters and court referrals. Reward good attendance.	Administrative Assistant, Principal, Classroom Teacher, Instructional Coach/ESE teacher, Attendance Review Team.	Scheduled Attendance Reviews by Admin. Asst., excessive absences reported by the Gen Ed teacher.	FOCUS reports Attendance Review Team, and regular classroom teachers.
3	Students With Disabilities	Inclusion, small group instruction, remediation and data driven differentiated instruction provided by the General Education Teacher, Instructional Coach/ESE Teacher	General Ed Teacher, Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
4	Common Core Curriculum Changes	Supplement Big Ideas Math Curriculum	Gen Ed Teacher Instructional Coach Principal	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FAIR FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Students scoring above proficiency level in Math will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	54%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying students on the cusp to improve student achievement	Using data for supplemental curriculum and differentiated instruction targeting student needs.	General Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford
2	Providing more challenging math curriculum to boost student achievement above proficiency	Identify students on the cusp and applying challenge curriculum to standards	General Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	Teacher Assessment Curriculum Asses. STAR FAIR FCAT Stanford

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
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No Data Submitted

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Students making learning gains in math will increase by 2%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying low performing students	Using previous data to determine low performance and prescriptive teaching	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Data Days PMRN FOCUS Performance Matters FAIR STAR
2	Improving current performance in math	Using small group instruction, Inclusion remediation, supplemental math curriculum, FCAT Explorer, STAR math, Destination Math	Gen Ed Teacher Instructional Coach/ESE teacher	Teacher assessment Interim Assessment Annual Assessment	Teacher/Curriculum Assessment STAR FCAT

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Lower quartile students will increase by 2% in math learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72%	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying lower quartile students	Using data for differentiated instruction	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual assessment	PMRN FOCUS Performance matters STAR FAIR FCAT Stanford
2	Providing intense math curriculum and differentiated instruction	Supplement math curriculum, small group instruction, inclusion remediation, Destination Math, STAR Math, FCAT Explorer	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual assessment	Teacher/Curriculum Assessment STAR Math FCAT

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # By the year 2017 students achieving proficiency level or above in Math will increase to 73%.					
5A :						
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	51%	54%	59%	63%	68%	

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:	Ethnic whites sub group will improve math proficiency to 54%. Other sub groups N/A.
2012 Current Level of Performance:	2013 Expected Level of Performance:
52%	54%

Problem-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	Identifying subgroups as low performers	Using Data for Differentiated Instruction for ethnic sub groups	Gen Ed teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual assess	FOCUS PMRN Performance Matters FAIR STAR FCAT
2	Common Core Curriculum Changes	Supplement Big Ideas Math Curriculum with Math Applications curriculum	Gen Ed Teacher Instructional Coach Principal	Teacher Assessment Interim Assessment Annual Assessment	Teacher Assessment Curriculum Asses. STAR FCAT
3	Students With Disabilities	Inclusion, small group instruction, remediation and data driven differentiated instruction	General Ed Teacher, Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual Assesmen	Teacher Assessment Curriculum Asses. STAR FCAT
4	Economic Disadvantaged	Small group instruction, remediation from the Instructional Coach/ESE Teacher research-based curriculum, Destination Math (Riverdeep), cross-curricular planning for reading in the content area, and STAR Math	General Ed Teacher, Instructional Coach/ESE Teacher	Teacher Assessment Interim Assessment Annual Assesmen	Teacher Assessment Curriculum Asses. STAR FCAT
5	Excessive Absences	Interventions for excessive absences, process of warning letters and court referrals. Reward good attendance.	Administrative Assistant, Principal, Classroom Teacher, Instructional Coach/ESE teacher, Attendance Review Team.	Scheduled Attendance Reviews by Admin. Asst., excessive absences reported by the Gen Ed teacher.	FOCUS 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 mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	SWD will increase math performance to 58% achieving satisfactory progress in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
17%	58%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying SWD sub group as low performing	Using data for differentiated Instruction to improve performance	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	FOCUS PMRN Performance Matters FAIR STAR FCAT
2	Increasing Math performance overall middle school grades	Using data to drive small group instruction, remediation, inclusion remediation, FCAT Explorer, Destination Math, STAR math	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	Teacher/Curriculum Assessment STAR math FCAT
3	Supplementing math curriculum	Implementing Math Applications curric, Timed drills for math computation	Gen Ed Teacher Instructional Coach/ESE Teacher	Teacher Assess Interim Assess Annual Assess	Teacher/Curriculum Assessment STAR math FCAT

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Economically Disadvantaged students will increase to 51% achieving satisfactory progress in math.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
46%	51%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Identifying ED sub group as low performing	Using data for differentiated Instruction to improve performance	Instructional Coach/ESE Teacher Gen Ed Teacher	Teacher Assess Interim Assess Annual Assess	FOCUS PMRN Performance Matters FAIR STAR FCAT
2	Economic Disadvantaged	Small group instruction, remediation from the Instructional Coach/ESE Teacher research-based curriculum, Destination Math (Riverdeep), cross-curricular planning for reading in the content area, STAR Reading and Math	Gen Ed Teacher Instructional Coach/ESE Teacher Principal	Teacher Assess Interim Assess Annual Assess	Teacher Assessment Curriculum Asses. STAR FCAT

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:	N/A			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra 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
No Data Submitted				

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry 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
No Data Submitted				

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Continuous Improvement Model	Grade K-8 Reading/Math/Science	Principal CE Teacher	School Wide	Pre Plan	Prepare and Use of curriculum map in each subject area	Gen ed teacher principal
					Observing small	

Data Day	Math Gr K-8	Instructional Coach/principal	School Wide	Pre Plan	groups in classroom Tiered instruction Data Day targeted students	Instructional Coach/principal
Differentiated Instruction	Reading math K-12	Florida Inclusion Network	Reading/Math K,5,6,7,8 Teachers	October 2012	Observation	
Performance Matters	Math Grade K-8	Teacher Led Trained Prev	School wide	Pre Plan	Data Day targeted students	Gen Ed Teachers Instructional Coach Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Enhance 6-8 curriculum to meet Common Core changes	Purchase Math Applications supplement to Big Ideas	FEFP	\$271.00
			Subtotal: \$271.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Destination Math K-8	Technology to enhance math	2009-2010 purchase SI Grant \$	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Math K-2 w consultant	learning and implementation of Common Core math standards	Title I paid in 2011-12	\$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: \$271.00

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:		Students scoring proficiency in Science will increase by 4%.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
56%%		60%			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Low reading fluency rate in science content area	Instructional coach will provide remedial instruction in reading for students identified at risk in reading	Gen Ed Teacher Instructional Coach	Increased percentage of students scoring at or above level 3 in Science	FCAT Data

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase the percentage of students achieving above grade-level proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33%	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	Economic Disadvantaged	Small group instruction, Reading remediation from the Instructional Coach and research-based curriculum	Gen Ed Teacher Instructional Coach	OPM through Interim Assessments	Interim Assessments and Chapter Tests
2	Excessive Absences	Monitor excessive absences through attendance review and intervention	Administrative Assistant, Gen Ed Teacher	Scheduled attendance reviews and intervention	FOCUS Attendance Review Board
3	Students With Disabilities	Small group instruction, remediation from the Instructional Coach, ESE Services, differentiated	Gen Ed Teacher, Instructional Coach, and ESE Teacher	OPM through Interim Assessments	Interim Assessments and Chapter Tests

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				

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						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Improve Reading fluency in content areas	Jamestown Readers science content	Purchased previously	\$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
Differentiated Instruction	Teacher Training	FDLRS	\$0.00

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			Students achieving at proficiency level or higher will increase by 6%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
54%			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	Excessive Absences	Monitor excessive absences with interventions	Administrative Assistant and Gen Ed Teacher	Scheduled Attendance Reviews and interventions	FOCUS Reports Attendance Review Team
2	Students With Disabilities	Small group instruction, remediation from the Instructional Coach, ESE Services, differentiated instruction	Gen Ed Teacher, Instructional Coach, and ESE Teacher	OPM through Practice Wakulla Writes	Wakulla Writes

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	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
No Data Submitted						

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

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 the attendance rate by decreasing excessive tardies and excessive absences.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
92%	94%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
72	68
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
9	7

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of Transportation	Provide more convenient locations and times for bus pick-ups and drop-offs.	Bus Coordinator and Administrator	Continually updated and modified bus schedules/routes	Parent Communication
2	Motivation for good attendance	Reward perfect attendance monthly	Gen Ed Teacher, Principal	Attendance Reviews	FOCUS

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
N/A						

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Reduce the number of discipline issues that result in suspension.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

0	0				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
38	35				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
19	17				
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Continual Classroom Disruptions/Escalating Classroom Disruptions	Positive Behavior Support (PBS)	All COAST Faculty	OPM through classroom observations and behavioral reviews	Teacher feedback and parent communications

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)

Parent Involvement Goal(s)

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

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

1. Parent Involvement					
Parent Involvement Goal #1:		Increase parent involvement by improving accountability for parent volunteer hours.			
*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:			
45%		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	Parents not fulfilling their volunteer hours commitment	Introducing Parent Passports Increase opportunities for parent involvement	Principal	Passports record number of volunteer hours completed at school	Passports

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
Increasing Effective Parent Communication	School Wide	Principal	School wide	completion by end of first semester	professional development follow up and credit earned	principal

Parent Involvement Budget:

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

Parent Passports	printing of passport booklets	Title I	\$180.00
Increasing parent resource materials	Purchasing parent materials related to school improvement	Title I	\$60.00
			Subtotal: \$240.00
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
Teacher training in Effective Parent Communication	Online text	N/A	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Providing Parent Informational Meetings with meal provided	Food purchases	Title I	\$450.00
			Subtotal: \$450.00
			Grand Total: \$690.00

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:		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				

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		N/A			
CTE Goal #1:		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				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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						

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 N/A Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Remedial Reading	Triumphs remedial Reading program that accompanies and supplements the Treasures Reading program used in the Gen ED classroom.	FEFP 0.00 Purchased under 2011-12 budget Rewards Reading program Program to improve decoding, fluency and comprehension skills FEFP 239.88 FEFP purchased 2011-12	\$0.00
Reading	Rewards Reading program	Program to strengthen decoding, fluency, and comprehension	FEFP	\$239.88
CELLA	N/A			\$0.00
Mathematics	Enhance 6-8 curriculum to meet Common Core changes	Purchase Math Applications supplement to Big Ideas	FEFP	\$271.00
Science	Improve Reading fluency in content areas	Jamestown Readers science content	Purchased previously	\$0.00
Attendance				\$0.00
Parent Involvement	Parent Passports	printing of passport booklets	Title I	\$180.00
Parent Involvement	Increasing parent resource materials	Purchasing parent materials related to school improvement	Title I	\$60.00
				Subtotal: \$750.88
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Destination Reading Technology	program Grade level K-6 reading reinforcement in vocabulary, phonics, decoding, and comprehension	Purchased under school year 2009-10 SI Grant	\$0.00
Reading	Mobile Computer Lab	For student use in Reading and Reading in Content Area and to meet the needs of FCAT online testing for 3 grades 2013	FEFP, Local Fundraisers	\$10,000.00
Mathematics	Destination Math K-8	Technology to enhance math	2009-2010 purchase SI Grant \$	\$0.00
				Subtotal: \$10,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Differentiated Instruction	Multi Tiered Instruction and assessment for the general ed classroom	FEFP/Florida Inclusion Network	\$0.00
Reading	Reading Endorsement	Competency 6-8/Reading NEFEC Lesley Gerrell to complete Reading Endorsement	Title II	\$380.00
Reading	Rewards Training	Reading curric to enhance decoding skills, fluency, and comprehension.	FDLRS	\$0.00
Mathematics	Common Core Math K-2 w consultant	learning and implementation of Common Core math standards	Title I paid in 2011-12	\$0.00
Science	Differentiated Instruction	Teacher Training	FDLRS	\$0.00
Parent Involvement	Teacher training in Effective Parent Communication	Online text	N/A	\$0.00

				Subtotal: \$380.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Instructional Coach as remediation teacher school wide.	Instructional Coach	Title I	\$6,584.00
Reading	Separating 3rd grade students into 2 classes due to high number of 3rd graders repeating and at risk for retention.	Separate class unit for intense reading instruction for at risk 3rd grade students.	Title I	\$40,000.00
Parent Involvement	Providing Parent Informational Meetings with meal provided	Food purchases	Title I	\$450.00
				Subtotal: \$47,034.00
				Grand Total: \$58,164.88

Differentiated Accountability

School-level Differentiated Accountability Compliance

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

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

No Attachment (Uploaded on 11/7/2012)

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.

Describe projected use of SAC funds	Amount
No data submitted	

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

First meeting of school year to explain Title I school implications, budget, and school improvement, to include parent involvement.
 Quarterly meetings to discuss progress of interim assessment school wide.
 Final meeting to prepare and discuss for following year school improvement.

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

Wakulla School District WAKULLA COAST CHARTER SCHOOL OF ARTS SCIENCE & TECHNOLOGY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	50%	65%	56%	231	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	50%	53%			103	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	48% (NO)	48% (NO)			96	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					430	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					D	Grade based on total points, adequate progress, and % of students tested

Wakulla School District WAKULLA COAST CHARTER SCHOOL OF ARTS SCIENCE & TECHNOLOGY 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	69%	64%	71%	48%	252	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	70%	69%			139	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	70% (YES)			137	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					528	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested