FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: COCONUT PALM K-8 ACADEMY

District Name: Dade

Principal: Dr. Linda Amica-Roberts

SAC Chair: Valerie Morris

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

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

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Linda Amica-Roberts	Elem Ed, Speech, Primary ED, School Principal	5	15	School Grades '12 '11 '10 '09 '08 3621 3621 3621 3621 9576 School Grades C B C D N/A AMO N N N N N/A High Standards-Reading 43 56 54 48 N/A High Standards-Math 54 66 65 47 N/A Learning Gains-RDG 66 61 60 56 N/A Learning Gains-Math 70 66 69 51 N/A Gains R-25 68 66 60 60 N/A Gains M-25 73 73 67 66 67
Assis Principal	Michele A. Bush	BS, Math MS, Computer Ed ED Leadership Endorsed Computer Science, ED Leadership	4	9	School Grades '12 '11 '10 '09 '08 3621 3621 3621 3621 6851 School Grades C B C D A AMO N N N N N High Standards-Reading 43 56 54 48 79 High Standards-Math 54 66 65 47 77 Learning Gains-RDG 66 61 60 56 68 Learning Gains-Math 70 66 69 51 78 Gains R-25 68 66 60 60 68 Gains M-25 73 73 67 66 69

| Assis Principal | Celethia V. Passmore | BS, Elem ED K-6

MS, Reading K-12

EdS, ED Leadership

ESOL Endorsed | 4 | 3 | School Grades '12 '11 '10 '09 '08
3621 3621 3621 0261 0261
School Grades C B C A C
AMO N N N Y N
High Standards-Reading 43 56 54 65 50
High Standards-Math 54 66 65 69 57
Learning Gains-RDG 66 61 60 77 66
Learning Gains-Math 70 66 69 64 56
Gains R-25 68 66 60 64 56
Gains M-25 73 73 67 85 71 |

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	Kristen Blake	BA, Elementary ED K-6 Reading Endorsed	3	3	School Grades '12 '11 '10 '09 '08 3621 3621 3621 3621 3621 School Grades C B C D C AMO N N N N N High Standards-Reading 43 56 54 48 43 High Standards-Math 54 66 65 47 55 Learning Gains-RDG 66 61 60 56 53 Learning Gains-Math 70 66 69 51 72 Gains R-25 68 66 60 60 55 Gains M-25 73 73 67 66 87
Reading	Latonya D. Nairn	BA, Sociology MS, Elem ED K-6 EdS, Reading K-12 ESOL Endorsed Elementary ED, Reading, ESOL	3	6	'11 '10 '09 '08 '07 3621 3621 3621 6861 6861 School Grades B C D A A AYP N N N N N High Standards- Reading 56 54 48 79 77 High Standards- Math 66 65 47 77 75 Learning Gains Rdg 61 60 56 68 60 Learning Gains Math 66 69 51 78 74 Gains R-25 66 60 60 68 61 Gains M-25 73 67 66 69 68
Math	Magali Z. Herrera	BA, Elem ED K-6 MS, Reading K-12 Elem ED, ESOL	4	7	School Grades '12 '11 '10 '09 '08 3621 3621 3621 3621 3621 School Grades C B C D C AMO N N N N N High Standards-Reading 43 56 54 48 43 High Standards-Math 54 66 65 47 55 Learning Gains-RDG 66 61 60 56 53 Learning Gains-Math 70 66 69 51 72 Gains R-25 68 66 60 60 55 Gains M-25 73 73 67 66 87
Math	Valerie J. Morris	BS, BUS Management MS, Math ED EdS, Math ED Bookkeeping, Math, Middle Grades Math	3	4	School Grades '12 '11 '10 '09 '08 3621 3621 3621 7301 7301 School Grades C B C D F AMO N N N N N High Standards-Reading 43 56 54 48 14 High Standards-Math 54 66 65 47 41 Learning Gains-RDG 66 61 60 56 35 Learning Gains-Math 70 66 69 51 69 Gains R-25 68 66 60 60 36 Gains M-25 73 73 67 66 79
Math	Zevier Reyes	Elementary Ed 1-6	1	2	School Grades '12 '11 '10 '09 '08 1361 1361 1361 1361 1361 School Grades C B C D F AMO N N N N N High Standards-Reading 43 56 54 48 14 High Standards-Math 54 66 65 47 41 Learning Gains-RDG 66 61 60 56 35 Learning Gains-Math 70 66 69 51 69 Gains R-25 68 66 60 60 36 Gains M-25 73 73 67 66 79

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Conduct interviews in order to recruit teachers of highly qualified status.	Administration	08/27/12 through 05/75/2013	
2	2. Provide modeling, coaching and professional development in order to retain highly qualified teachers.	Instructional Coaches and Administration	08/27/12 through 05/75/2013	
3	3. Attend and host recruitment fairs.	Administration	08/27/12 through 05/75/2013	
4	4. Provide time for ongoing collaboration.	Administration, grade level chairperson, and instructional coaches	08/27/12 through 05/75/2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0%(87)	

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
87	11.5%(10)	50.6%(44)	28.7%(25)	9.2%(8)	37.9%(33)	56.3%(49)	6.9%(6)	1.1%(1)	52.9%(46)

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
Latonya Nairn-Shackelford	Dominque Levielle	Experienced Coach	Modeling and planning collaboratively.
Joanne Mulligan	Jeanette Martinez	NBCT	Modeling and planning collaboratively.
Valerie Morris	Lianna Cabrera	Experienced Coach	Modeling and planning collaboratively.
Christy Engler	Kamisha Daniels	Experienced Teacher	Modeling and planning collaboratively.
Janet Cortright	Brett Spence	Experienced Teacher	Modeling and planning collaboratively.
Kristen Blake	Janelle Vargas	Experienced Teacher	Modeling and planning collaboratively.

ADDITIONAL REQUIREMENTS

Coordination and Integration

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

Title I, Part A

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.. In addition, Coconut Palm K-8 Academy uses Title I funding for additional services such as hourly teachers, paraprofessionals, software, hardware and supplemental materials.

Title I, Part C- Migrant

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title I, Part D

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

Title II

The District uses supplemental funds for improving basic education as follows:
• Training to certify qualified mentors for the New Teacher (MINT) Program
• Training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)

• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
• Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year and should the FLDOE approve the application(s).

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
• Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
• Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
• The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

During the 2011-2012 school year, Coconut Palm K-8 Academy will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance.

Violence Prevention Programs

• The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.
• Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.
• TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Nutrition education, as per state statute, is taught through physical education.
3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's

Housing Programs

Head Start

N/A

Adult Education

N/A

Career and Technical Education

The Agriscience Engineering and Medical Biotechnology Program will be offered to students beginning in first and second grade. To enroll, students must complete an application. The application process requires a lottery system after meeting rubric criteria. Students in the Lower Academy (Grades 1-5) will experience and explore the fields of Agriscience Engineering and Medical Biotechnology via the utilization of hands-on, virtual, simulated, and project-based learning. In preparation to select one track, the science, mathematics, and technology curriculum places emphasis on thematic and interdisciplinary units in order to ensure comprehensive exposure to agriscience engineering and medical biotechnology. This rigorous and challenging program requires students to complete various projects, participate in competitions, and field trips. Prior to entering the Upper Academy (Grades 6-8) students will be required to select one track (Agriscience Engineering or Medical Biotechnology). To

ensure preparation for high school academies and programs, students in the Upper Academy may not change their chosen track.

Job Training

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.
Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family survey, distributed to schools by Title I Administration, is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Other

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reposting requirements.
Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops. Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules. This impacts our goal to empower parents and build their capacity for involvement.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school's Leadership Team will include additional personnel as resources to the team, based Identify the school-based RtI Leadership Team.

The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
Assistant Principal
Reading Coach
Math Coach
School Guidance Counselors
School Psychologist
Media Specialist
Magnet Lead Teacher

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. RtI leadership is vital, therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) and Coaches who share the common goal of improving instruction for all students; and
• Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• School psychologist

- School social worker
- Member of advisory group
- Community Stakeholders

3. RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions.
- The first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum.
- The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.
- The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally.

There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data. The RtI four step problem-solving model will be used to plan, monitor

---

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 following steps will be considered by the school's Leadership Team to address how we can utilize the RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring. The Leadership Team will:

The RtI Leadership Team will focus on monitoring and maintaining the effectiveness and 1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
- What will all students learn? (curriculum based on standards)
- How will we determine if the students have learned? (common assessments)
- How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
- How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold regular team meetings.
4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

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?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data.
4. The Leadership Team will examine opportunities for students who are high achieving in need of enrichment.
5. The Leadership Team will analyze interventions and provide support to students in need of 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.

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.
1. Data will be used to guide instructional decisions and system procedures for all students to:
- Adjust the delivery of curriculum and instruction to meet the specific needs of students
- Adjust the delivery of behavior management system
- Adjust the allocation of school-based resources
- Drive decisions to ensure that appropriate professional development is offered to teachers, paraprofessionals, and interventionists.

- Create student growth trajectories in order to identify and develop interventions

2. Managed data will include:
Academic
- FAIR Assessments
- FCAT Simulation (Mock)
- Interim Assessments
- Baseline Assessments
- FCAT
- SAT
- Student Grades
- Teacher-developed Assessments
- Bi-weekly Assessments
- Midterms
- Final Exams
- FCAT Explorer
- Success Maker
- Gizmos
- Compass Learning
- STAR Math and Reading
- Reading Plus
- Accelerated Reader
- CELLA
- Edusoft
Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Attendance
- SWIS (from Positive Behavior Plan)
- Implementation of the Positive Behavior Support (PBS) Action Plan

Describe the plan to train staff on MTSS.

The district professional development and support will include:
1. training for all administrators in the RtI problem solving, data analysis process;
2. providing support for school staff to understand basic RtI principles and procedures; and providing a network of ongoing support for RtI organized through feeder patterns
3. providing a network of ongoing support for RtI organized through feeder patterns.

Two PD sessions per grade level will be provided by the Reading Coach during mid-August and in October. RtI Professional Development will be provided during teachers' common planning time and small sessions will occur throughout the year on Wednesdays for those teachers that need additional support. Training will be provided in data analysis, problem solving, and RtI principles and procedures.
The RtI team will also evaluate additional staff PD needs during the monthly RtI Leadership Team meetings. In addition, Professional Learning Communities will meet via the Project Rise Grant to study student work samples, create data driven lessons and review protocols and norms.

At the Opening of School Meeting, teachers will be afforded the opportunity to participate in the following professional development.
-Review of the New Next Generation Standards
-Interpretation, manipulation and analysis of 2010-2011 FCAT data ("By The Numbers")

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Administrators: Dr. Linda Amica-Roberts, Michele Bush and Celethia Passmore

Instructional Coaches: Latonya Nairn-Shackelford, Kristen Blake, Valerie Morris, Magali Herrera and Zevier Reyes.
Media Specialist: Monica Toomer
Teachers:, Tamu Calhoun, Jessica Mena, Christy Engler, Sharon Williams, Joanne Mulligan
Shawan Turton, Charnita Shipp, Vivian French.

All members share the common goal of improving instruction for all students. The team will also create capacity of reading knowledge within the school building.
The team is a management system that encourages a literate climate to support effective teaching and learning.

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

The school based LLT will identify needs, build support, meet bi-weekly with active participation, report progress regularly and hold culmination meetings.

The team will also deliberate on issues and common areas of concern in the areas of instructional delivery, student performance, classroom management, etc.., as evidenced by administrators' and resource teachers' observations and student performance data.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, recommending supplemental materials, monitoring teacher data, and conducting meetings with teachers to ensure that the Instructional Focus Calendar (IFC) is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation. Furthermore, teachers who are struggling with the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful.

Grade levels will meet on a weekly basis to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans and focus lessons will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. The meetings will be facilitated by the department chairperson. A teacher will be designated to record notes from the meeting and submit them to the administrative staff.

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

21.1-Gather knowledge about literacy and resources, facilitate workshops, organize study groups, initiate action research, and examine student artifacts.
2.2-As a result of progress monitoring (class work assignments and assessment results) and classroom visits by members of the Leadership Literacy Team, students who consistently demonstrate academic difficulty will be monitored by the LLT and receive supplemental and intensive instruction/interventions.
2.3-Students not making mastery will be offered tutorial assistance (before, after-school, or during the regular school day) from personnel hired to provide tutorial services.
2.4-Students who scored in the lowest 35% on the 2012 FCAT (Reading and Math) will be monitored by the LLT to determine effectiveness of supplemental instruction.
2.5-Strategies that are unsuccessful will be discontinued and replaced with alternate interventions.
2.6-All personnel providing services to a student not making mastery will meet to discuss their documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/11/2012)

*Elementary Title I Schools Only: Pre-School Transition

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

Coconut Palm K-8 Academy is committed to bridging the gap between the school and the surrounding early learning providers in the area. Upon entry into kindergarten all children are assessed utilizing the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Assessment for Instruction in Reading (FAIR) in order to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess for social and emotional development. The children will also be assessed using the CELLA-ONLINE in both speaking and listening. The FAIR screening tool will be re-administered mid-yeaCoconut Palm K-8 Academy is committed to bridging the gap between the school and the surrounding early learning providers in the area. Upon entry into kindergarten all children are assessed

utilizing the Florida Kindergarten Readiness Screener (FLKRS) and the Florida Assessment for Instruction in Reading (FAIR) in order to determine student readiness in phonics/phonemic awareness, sound recognition, blending, and initial decoding. The FLKRS will also assess for social and emotional development. The children will also be assessed using the CELLA-ONLINE in both speaking and listening. The FAIR screening tool will be re-administered mid-year and at the end of the year. Pre-kindergarten and kindergarten teachers work closely with the Administration and the Community Involvement Specialist to ensure that all children come to school on a regular basis and are ready to learn.

A monthly parent meeting will be provided for local preschools in the community to address the needs of 3 and 4 years old for the upcoming year.

r and at the end of the year. Pre-kindergarten and kindergarten teachers work closely with the Administration and the Community Involvement Specialist to ensure that all children come to school on a regular basis and are ready to learn.

A monthly parent meeting will be provided for local preschools in the community to address the needs of 3 and 4 years old for the upcoming year.

*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.

Reading strategies are implemented in all content areas. All staff is afforded the opportunity to participate in applicable PD. The Literacy Leadership Team monitors the implementation of school-wide literacy strategies across the curriculum. The middle school has implemented an alternative schedule for Wednesday to ensure that students are exposed to curriculum more frequency through the week. In additional, the middle school present opportunities to expose to options Virtual School and Course Recovery.

*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?

N/A

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?

N/A

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

N/A

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:	According to the 2011 administration of the FCAT Reading Test, the data indicates that 30% of students in grades three through eight achieved a FCAT Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (253)	34% (283)

Problem-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	A noted area of concern as indicated on the 2011 administration of the FCAT Reading Test was Reporting Category 2 Reading Application. Students lack the necessary skills to inference and draw conclusions during comprehension.	Students will practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying	RtI Leadership Team	Ongoing progress monitoring will be used to monitor vocabulary in conjunction with reading comprehension. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	Formative: Bi-weekly assessments, Quarterly STAR Reading Assessments Interim Assessments and AR Comprehension Quizzes. Summative: 2012 FCAT Assessment.

The table header for the last column reads "Evaluation Tool"

decisions);
• opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text);
• text marking (e.g., making margin notes, highlighting);
• avoiding the interference of prior knowledge when answering a question; and
• encouraging students to read from a wide variety of text

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Train teachers to effectively implement Access Points.
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	Students require multiple reads of a selection prior to responding to comprehension questions. Students lack the exposure of on grade level materials.	This can be accomplished by using read alouds, auditory tapes and text readers that provide print with visuals and or symbols.	MTSS/Rti Leadership Team LEA Assistant Principal	The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts.	The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA)
2					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2011-2012 FCAT Reading Test indicate that 14% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to increase levels 4 and 5 student proficiency by 3 percentage points to 17%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
14%(107)	17%(128)

Problem-Solving Process to Increase Student Achievement				
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	A noted area of concern as indicated on the 2011 administration of the FCAT Reading Test was Reporting Category 1 Vocabulary. Students lack the necessary vocabulary skills to be successful readers.	More instruction should be given on the meanings of words, phrases, and expressions paying special attention to the familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. Students should use sentence and word context to determine meaning.	Elementary and Secondary Reading Coaches, and Assistant Principal.	Ongoing progress monitoring will be used to monitor vocabulary in conjunction with reading comprehension. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	Formative: Bi-weekly assessments, Quarterly STAR Reading Assessments Interim Assessments and AR Comprehension Quizzes. Summative: 2012 FCAT Assessment
2	A noted area of concern as indicated on the 2012 administration of the FCAT Reading Test was the following Reporting Categories: Grade 3 Reading Application Grade 4 Literary Analysis Grade 5 Vocabulary Grade 6 Reading Application Grade 7 Informational Text Grade 8 Vocabulary Students lack advance vocabulary and comprehension skills.	Students in grades 3-5 will utilize Reading Plus for 30 minutes, 3 times per week. Students in grade 6-8, have been placed in the Journalism to enhance Reading skills and increase student vocabulary, reading comprehension and overall reading strategies. School wide Word of the Day. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	Teachers MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals Students	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 FCAT 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:

Train teachers to effectively implement Access Points

2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	0%(0)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students should be guided to read fiction, nonfiction and informational text to identify the differences.	Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long term comprehension and retention.

PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level. | Teachers MTSS/Rti Leadership Team Assistant Principals | To improve comprehension, reading selections should be taught at a level that does not frustrate the student (high interest low readability). Students must have continuous review/practice when learning reading concepts. | The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA) |

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 results of the 2011-2012 FCAT Reading Test indicate that 66% of students made learning gains.

Our goal for the 2012-2013 school year is to increase achieving learning gains by 5 percentage points to 71%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 66%(361) | 71%(388) |

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The percent of students making learning gains increased as noted on the 2011 administration of the FCAT Reading Test increased 5 percentage points
2011: 61%
2010: 56% | Ensure that students receive additional support during Differentiated Instruction geared towards student deficiencies. Use FCAT Coach to provide assistance during DI.

Increase Success Maker | RtI Leadership Team, Elementary Reading Coach, and Assistant Principal. | Review Success Maker reports to ensure students are making adequate progress.

The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. | Formative: Bi-weekly assessments,

Quarterly STAR Reading Assessments

Interim Assessments and |

1	Students would benefit from more implementation of technology.	implementation from 15 minutes to 25 minutes no less than 4 times per week.		Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	AR Comprehension Quizzes. Summative: 2012 FCAT Assessment .
2	A noted area of concern as indicated on the 2012 administration of the FCAT Reading Test the following Reporting Categories: Grade 3 Reading Application Grade 4 Literary Analysis Grade 5 Vocabulary Grade 6 Reading Application Grade 7 Informational Text Grade 8 Vocabulary The Anticipated Barriers is that students lack the ability to read grade level appropriate texts and students need exposure to unfamiliar words and phrases	Students should practice using and identifying details from the passage to determine main idea, plot, and purpose. Students need practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose. Teachers should ingrain the practice of justifying answers by going back to the text for support. Teachers should help students use graphic organizers to see patterns and summarize the main points. Students must understand how patterns support the main idea, character development, and author's purpose. Students should practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text. Useful instructional strategies include: • graphic organizers (e.g., note taking, mapping); • summarization activities; • questioning the author; • anchoring conclusions back to the text (e.g., explaining and justifying decisions); • opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text); • text marking (e.g., making margin notes, highlighting); • avoiding the interference of prior knowledge when answering a question; and • encouraging students to read from a wide variety of texts	MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Voyager Reports Success Maker Reading Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 FAA

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:			Our goal for the 2012-2013 school year is to increase by 5 percentage points.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0%(0)			0%(0)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A noted area of concern, students making learning gains in reading is 0%.	The use of picture walks should be used to assist students in making predictions of a reading selection. Students must have continuous review/practice when learning reading concepts. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	MTSS/Rti Leadership Team Assistant Principals	Students in grades 1-8 will chart assessment data for all subjects using the Student Data Chat and Action Plan form	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Voyager Reports Success Maker Reading Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 FAA

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 results of the 2012 FCAT Reading Test indicate that 68% of students in the lowest 25% made learning gains. Our goal for the 2012-2013 school year is to increase in the lowest 25% achieving learning gains by 6 percentage points to 71%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(103)	73%(110)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As noted on the administration of the 2011 FCAT Reading Test, the number of students in the lowest 25% making learning gains increased by 4 percentage points.	Provide additional options for students who are able to attend Saturday School. Implement additional support during the 90	RtI Leadership Team	Review Bi-weekly assessment and ensure progress is being made, if not make the necessary instructional adjustments as needed	Formative: Bi-weekly assessments, Quarterly STAR Reading Assessments

1	The increase is minimal and students are in need of remediation and intervention. Some students did not take advantage of Saturday School and after school tutoring.	minute block.		The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will operate on a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	Interim Assessments and AR Comprehension Quizzes. Summative: 2012 FCAT Assessment
2	As noted on the administration of the 2012 FCAT Reading Test, the number of students in the lowest 25% making learning gains increased by 2 percentage points. The increase is minimal and students are in need of remediation and intervention. Some students did not take advantage of Saturday School and after school tutoring. The Anticipated Barriers is that students lack the ability to read grade level appropriate texts and students need exposure to unfamiliar words and phrases	Students in the lowest 25% will be scheduled for 30 minutes daily of Intervention using Voyager and/or Success Maker Reading. PIES will be used to differentiate Home Learning PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Voyager Reports Success Maker Reading Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	The 2012-2013 AMO goal is to increase the number of students in high standards in the area of Reading. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	60	63	67	74	74	

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:	The results of the 2011-2012 FCAT Reading Test indicate that students in the Black and Hispanic subgroup did not make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 54%(8) Black: 39%(139) Hispanic: 44%(162) Asian: N/A American Indian: N/A	White: 63%(9) Black:48%(171) Hispanic: 53%(195) Asian: N/A American Indian: N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Black: As noted on the administration of the 2011FCAT Reading Test, the Black subgroup did not make AYP. Students would benefit from additional implementation of technology	Use data to indentify tier 2 and 3 students, place in appropriate interventions within the first two weeks of the 2011-2012 school year and monitor student progress bi-weekly.	RtI Leadership Team	RtII Leadership Team will meet monthly to monitor students progress and the effectiveness of program delivery using data from prescribed intervention assessments. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will operate on a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	Formative: FAIR Bi-weekly assessments Voyager Reading Passport checkpoints. Quarterly STAR Reading Assessments Interim Assessments and AR Comprehension Quizzes. Summative: 2012 FCAT Assessment . Summative: 2012 FCAT Assessment
2	Hispanics: As noted on the administration of the 2011FCAT Reading Test, the Hispanic subgroup did not make AYP. Students would benefit from additional implementation of technology	Use data to indentify tier 2 and 3 students, place in appropriate interventions within the first two weeks of the 2011-2012 school year and monitor student progress bi-weekly.	RtI Leadership Team	monthly to monitor students progress and the effectiveness of program delivery using data from prescribed intervention assessments. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will operate on a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	Formative: FAIR Bi-weekly assessments Voyager Reading Passport checkpoints. Quarterly STAR Reading Assessments Interim Assessments and AR Comprehension Quizzes. Summative: 2012 FCAT Assessment . Summative: 2012 FCAT Assessment
	White: Not enough students in this group. Black: As noted on the administration of the	Use data to identify tier 2 and 3 students, place in appropriate interventions within the	MTSS/Rti Leadership Team Elementary and Secondary Reading	Ongoing progress monitoring will be used to monitor student mastery.	Formative: Bi-weekly assessments

3	2012 FCAT Reading Test, the Black subgroup did not make Satisfactory Progress. Hispanic: As noted on the administration of the 2012 FCAT Reading Test, the Hispanic subgroup did not make Satisfactory Progress. Asian: N/A/ American Indian: N/A Students would benefit from additional implementation of technology based programs.	first two weeks of the 2012-2013 school year and monitor student progress bi-weekly. Transportation will be provided for students in participate in after school and Saturday tutoring. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	Coaches Assistant Principals	Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark	Quarterly STAR Reading Assessments Voyager Reports Success Maker Reading Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 FCAT 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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The results of the 2011-2012 FCAT Reading Test indicate that 28% of the students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency 5 percentage points to 41%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28%(32)	41%(48)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL: As noted on the administration of the 2011 FCAT Reading Test, the ELL subgroup did not make AYP. Limited time for students to receive additional support during the 90 minute reading block. Limited time for students to use technology has hindered student progress in this category.	Use data to indentify tier 2 and 3 students, place in appropriate interventions with the first two weeks of the 2010-2011 school year and monitor student progress bi-weekly.	RtI Leadership Team	RtI Leadership Team will meet monthly to monitor students progress and the effectiveness of program delivery using data from prescribed intervention assessments. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.	Formative: FAIR Bi-weekly assessments Voyager Reading Passport checkpoints. Quarterly STAR Reading Assessments Interim Assessments and AR Comprehension Quizzes. Summative:

					2012 FCAT Assessment . Summative: 2012 FCAT Assessment
2	ELL: As noted on the administration of the 2012 FCAT Reading Test, the ELL subgroup did not make AYP. Students would benefit from additional implementation of technology	Use data to identify tier 2 and 3 students, place in appropriate interventions within the first two weeks of the 2011-2012 school year and monitor student progress bi-weekly. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Voyager Reports Success Maker Reading Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 FCAT 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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	The results of the 2011-2012 FCAT Reading Test indicate that 23% of the students in the Students with Disabilities subgroup achieved proficiency. Our goal is to increase student proficiency by 13 percentage points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23%(22)	36%(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
As noted on the	Students would benefit	RtI Leadership	RtI Leadership Team will	Formative:

1	administration of the 2011 FCAT Reading Test Students with Disabilities subgroups did not make AYP.	to from additional support during grade level instruction.	Team	meet monthly to monitor students progress and the effectiveness of program delivery using data from prescribed intervention assessments. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will operate on a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	FAIR Bi-weekly assessments

Voyager Reading Passport checkpoints.

Quarterly STAR Reading Assessments

Interim Assessments and AR Comprehension Quizzes.

Summative: 2012 FCAT Assessment . Summative: 2012 FCAT Assessment |
| 2 | As noted on the administration of the 2011 FCAT Reading Test Students with Disabilities subgroups did not make AYP.

Highly Qualified instructors and classroom instruction has been an obstacle for Students with Disabilities. | The Reading Coach will assist with classroom instruction and Differentiated Instruction.

Students will be placed in intervention and monitored Bi-weekly.

PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level. | MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals | Ongoing progress monitoring will be used to monitor student mastery.

Students will be assessed bi-weekly for overall mastery and mastery of benchmarks.

Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster.

Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores.

The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.

The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats | Formative: Bi-weekly assessments

Quarterly STAR Reading Assessments

Voyager Reports

Success Maker Reading Reports

Interim Assessments and AR Comprehension Quizzes.

Summative: 2013 FCAT 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 subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E: | The results of the 2011-2012 FCAT Reading Test indicate that 41% of the students in the Economically Disadvantaged subgroup achieved proficiency.

Our goal is to increase student proficiency by 8 percentage points to 49%. |

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	41%(292)		49%(348)		

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>As noted on the administration of the 2011 FCAT Reading Test, the Economically Disadvantaged subgroup did not make AYP. Limited time for students to use technology has hindered student progress in this category.</td>
<td>Identify Tier 2 and 3 students and provide appropriate interventions within the first two weeks of the 2011-2012 school year and monitor student progress using data monthly.</td>
<td>RtI Leadership Team</td>
<td>RtI Leadership Team will meet monthly to monitor student progress and the effectiveness of program delivery using data.

The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.

The Upper Academy will operate on a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.</td>
<td>Formative: FAIR Bi-weekly assessments

Voyager Reading Passport checkpoints.

Quarterly STAR Reading Assessments

Interim Assessments and AR Comprehension Quizzes.

Summative: 2012 FCAT Assessment . Summative: 2012 FCAT Assessment</td>
</tr>
<tr>
<td>2</td>
<td>As noted on the administration of the 2012 FCAT Reading Test, the Economically Disadvantaged subgroup did not make AYP.

Limited time for students to use technology has hindered student progress in this category</td>
<td>PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.</td>
<td>MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals</td>
<td>Ongoing progress monitoring will be used to monitor student mastery.

Students will be assessed bi-weekly for overall mastery and mastery of benchmarks.

Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster.

Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores.

The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.</td>
<td>Formative: Bi-weekly assessments

Quarterly STAR Reading Assessments

Voyager Reports

Success Maker Reading Reports

Interim Assessments and AR Comprehension Quizzes.

Summative: 2013 FCAT Assessment</td>
</tr>
</table>

				The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	

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
Intervention Implementation	Reading K-8	Reading coach	School wide	August 29, 2012	Grade level planning/data chats	Assistant Principal/Reading coach
New Success Maker Training	Reading K-8	Success Maker Rep./Reading coach	Instructional Coaches and Administration	September 7, 2012	New usage/reports	Assistant Principal/Reading coach
K-12 Comprehensive Reading Plan	Reading K-8	Reading coach	Opening of School Curriculum Professional Development	Start August 18- Ongoing As needed	Grade level planning/data chats	Assistant Principal/ Reading coach
Voyager	Reading K-5	Reading Coach	SPED and Select teachers	September 4, 2012	New and implementation	Assistant Principal/Reading coach
Writing Scoring	K, 1, 2, 3 and 5	Reading coach	K, 1, 2, 3 and 5 teachers	September 12, 2012	After school	Assistant Principal/Reading coach
New Success Maker Training	K-8	Instructional coaches	School Wide	September 17, 2012	Grade level planning/data chats	Assistant Principal/Reading coach

---

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading Comprehension	Florida Ready	School Based Budget-Title I	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:					
2012 Current Percent of Students Proficient in listening/speaking:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A noted area of concern as indicated on the 2012 administration of CELLA: The number of students achieving Proficiency on the 2012 CELLA Administration Listening and Speaking.	Modeling Teacher Lead Groups Use Substitution, Expansion, Paraphrase, and Repetition. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals	The teachers will meet with the students bi-weekly to conference and discuss student achievements and goals for the next monitoring period. Students will enter their data on the Student Data Chat and Action Plan form.	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Success Maker Reading Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	A noted area of concern as indicated on the 2012 administration of CELLA: The number of students achieving Proficiency on the 2012 CELLA Administration Reading.	Picture Walk Use Task Cards Read Aloud (RA) Vary the complexity of assignment (Differentiated Instruction (DI)) Verbal Clues/Pictures PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals	The teachers will meet with the students bi-weekly to conference and discuss student achievements and goals for the next monitoring period. Students will enter their data on the Student Data Chat and Action Plan form.	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Success Maker Reading Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 CELLA Assessment

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

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

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	A noted area of concern as indicated on the 2012 administration of CELLA: The number of students achieving Proficiency on the 2012 CELLA Administration Writing.	Illustrating and labeling Reading Response Journal/Log Spelling Strategies Graphics Organizers	MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals	The teachers will meet with the students bi-weekly to conference and discuss student achievements and goals for the next monitoring period. Students will enter their data on the Student Data Chat and Action Plan form.	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Success Maker Reading Reports Interim Assessments and AR Comprehension Quizzes.

CELLA 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 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:	The results of the 2010-2011 FCAT Mathematics test indicate that, in grades 3-8, 37% of the students achieved proficiency. Our goal for the 2011-2012 school year is to maintain and/or increase the number of students achieving proficiency by 3 percentage points to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (306)	40% ((329)

Problem-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	A noted area of concern as indicated on the 2012 administration of the FCAT Math Test was the following Reporting Categories: Grade 3 Numbers: Fractions Grade 4 Number: Operations and problems Grade 5 Number: Base Ten and Fractions, Expressions, Equations, and Statistics, and Geometry and Measurement Students lack basic mathematical knowledge required for intermediate and advanced course work.	Grade 3 Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts; develop an understanding of fractions and fraction equivalence; represent, compute, estimate and solve problems using numbers through hundred thousand; and solve non-routine problems. Grade 4 Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop conceptual understanding of numbers. Grade 5 Develop an understanding of and fluency with division of whole numbers; develop an understanding of and fluency with addition and subtraction of fractions and decimals; identify and relate prime and composite numbers, factors and multiples within the context of fractions; describe real-world situations using positive and negative numbers; compare, order, and graph integers; and	MTSS/Rti Leadership Team Elementary and Secondary Reading Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Think Central Interim Assessments Summative: 2013 FCAT Assessment

		solve non-routine problems. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.		Chats .	

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

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

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Provide students with opportunities to learn concepts using manipulatives visuals, number lines and assistive technology. Students lack basic mathematical knowledge required for intermediate and advanced course work.	Repetition for long term learning math concepts such as rote counting, fact fluency and tools for measurement. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	MTSS/Rti Leadership Team Elementary and Secondary Coaches Assistant Principals	Students must have continuous review/practice when learning math concepts	The students mus be provided with visual choices as presented in the Florida Alternate Assessment (FAA)

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:	The results of the 2011-2012 FCAT Math Test indicate that 21% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school years is to maintain and increase levels 4 and 5 student proficiency by 2 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | 21%(157) | | | 23%(173) | |

Problem-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	As noted concern on the 2012 administration of FCAT Math test Grade 3 Numbers: Fractions Grade 4 Number: Operations and problems Grade 5 Number: Base Ten and Fractions, Expressions, Equations, and Statistics, and Geometry and Measurement Students lack basic mathematical knowledge required for intermediate and advanced course work.	Provide contexts for mathematical exploration and the development of student understanding of geometric and measurement concepts by support the use of manipulatives and engaging opportunities for practice. Provide grade-level appropriate activities that promote the composing and decomposing of; describing, analyzing, comparing, and classifying; and building, drawing, and analyzing models that develop measurement concepts and skills through experiences in analyzing attributes and properties of two-and three-dimensional shapes/objects PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level	Administrators, Mathematics Coaches and Teachers MTSS/Rti Leadership Team	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Think Central Interim Assessments Summative: 2013 FCAT 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 mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The results of the 2011-2012 FCAT Math Test indicate that 70% of students made learning gains. Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70(384)	75%(412)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The data on the 2012 FCAT Math test indicate that learning gains increased by 4 percentage points from the previous year. There is still a need to increase mastery for basic math skills. This deficiency is due student's inability to read on grade level. Students lack basic mathematical knowledge required for intermediate and advanced course work.	Utilizing the problem solving model to monitor core instruction and Differentiated Instruction to remediate instructional focus on mathematical benchmarks in areas where students making learning gains have demonstrated needs Use literature in mathematics to provide the necessary meaning for children to successfully grasp measurement concepts and allows students to make connections with real-world situations. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned, interactive "Word Walls" created by the teacher and students in conjunction with each lesson, or books used as a lesson lead-in, guided practice or closure of the lesson. Schedule adjustments were made to decrease	Administrators Mathematics Coaches MTSS/Rti Leadership Team	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Think Central Interim Assessments Summative: 2013 FCAT Assessment

| | | the number of math classes taught by each teacher.

Grades 1-8 are currently on a 2-way rotation rather than a 4-way rotation.

PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level. | | on Wednesdays in order to facilitate bi-weekly assessments and Data Chats | |

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Math Test indicate the lowest 25% achieved 73% mastery. Our goal for the 2012-2013 school year is to increase the number of students making gains in the lowest 25% to 78% an increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(114)	78%(122)

Problem-Solving Process to Increase Student Achievement

| | | Person or | Process Used to |

		Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1		On the 2012 FCAT Mathematics administration, it was noted that students' performance has remained stagnant. Lowest 25%: 2012: 73% 2011: 73% 2010: 66% 2009: 66% This deficiency is due to students' lack of reading on grade level. Students lack basic mathematical knowledge required for intermediate and advanced course work.	Utilize the problem solving model to monitor core instruction and Differentiated Instruction to remediate instructional focus on mathematical benchmarks in areas where our lowest 25% students have demonstrated needs. Schedule adjustments were made to decrease the number of math classes taught by each teacher. Grades 1-8 are currently on a 2-way rotation rather than a 4-way rotation. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level	Administrators Mathematics Coaches MTSS/Rti Leadership Team	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats .	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Think Central Compass Learning Interim Assessments Summative: 2013 FCAT Assessment

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	The 2012-2013 AMO goal is to increase the number of students in high standards in the area of Math. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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 results of the 2011-2012 FCAT Mathematics Test indicate that, in grades 3-8, 50% of students in the Black subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 53%

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	White: 62%(9) Black:50%(179) Hispanic: 58%(213) Asian: N/A American Indian: N/A		White: 63%(9) Black: 53%(189) Hispanic: 64%(236) Asian: N/A American Indian: N/A		

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: Students lack the ability to apply Geometry, Measurement and Spatial Sense skills in problem solving situations	Create a Positive Behavior Support group (Tier 2) for these students monitor and reward those students demonstrating improvement. PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	Administrators Mathematics Coaches MTSS/Rti Leadership Team	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Think Central Compass Learning Interim Assessments Summative: 2013 FCAT 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 subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2010-2011 FCAT Mathematics Test indicate that, in grades 3-8, 66% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 3 percentage points to 69%
2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(67)	69% (70)

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

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

			Monitoring	Strategy	
1	On the 2011 FCAT Mathematics administration, the ELL subgroup has not met AYP. Reporting Category 3: Geometry and Measurement remains a concern. Students lack the ability to apply Geometry, Measurement and Spatial Sense skills in problem solving situations	5B.1. Utilize the problem solving model to monitor core instruction and Differentiated Instruction in order to remediate instructional focus on mathematical benchmarks in areas where ELL students have demonstrated needs.	5B.1. Administrators, Mathematics Coaches and grade level Teachers	5B.1. Grade level teams will review results of common assessment data to drive instruction. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will operate on a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	5B.1. Formative assessment: bi-weekly, FCAT FOCUS and monthly assessments. Summative Assessment: 2011 2012 Mathematics FCAT 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 subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2011-2012 FCAT Mathematics Test indicate that, in grades 3-8, 23% of Students with Disabilities achieved proficiency. Our goal is to increase student proficiency by 13% points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(36)	44%(42)

Problem-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	On the 2012 FCAT Mathematics administration, the subgroup Students with Disabilities has met satisfactory. Students lack the ability to apply Geometry, Measurement and Spatial Sense skills in problem solving situations	PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	Administrators Mathematics Coaches MTSS/Rti Leadership Team	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Think Central Compass Learning Interim Assessments Summative: 2013 FCAT Assessment

| | | | | Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.

The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats |

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

| 5E. Economically Disadvantaged students not making satisfactory progress in mathematics.

Mathematics Goal #5E: | The results of the 2011-2012 FCAT Mathematics Test indicate that, in grades 3-8, 54% of Students with Disabilities achieved proficiency.
Our goal is to increase student proficiency by 4% points to 58%. |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 545(384) | 58%(413) |

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to participate in after and/or Saturday learning activities due to transportation.	PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.

Provide transportation for after school and/or Saturday school learning camps.

Students are receiving technology based interventions. | Administrators Mathematics Coaches MTSS/Rti Leadership Team | Ongoing progress monitoring will be used to monitor student mastery.

Students will be assessed bi-weekly for overall mastery and mastery of benchmarks.

Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster.

Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores.

The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Benchmarks will be | Formative: Bi-weekly assessments

Quarterly STAR Math Assessments

Think Central

Compass Learning

Interim Assessments

Summative: 2013 FCAT Assessment |

| | | | | monitored via the NGSSS Benchmark Monitoring Tool. |
| | | | | The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats |

_

End of Elementary School Mathematics Goal

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:	According to the 2012 administration of the FCAT Math Test the data indicates that 30 % of students in grades six through eight achieved a FCAT Level 3 or higher. Our goal for the 2012-2013 school year is to maintain and increase the percentage of students achieving FCAT Level 3 or higher by 4 percentage points to 34%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30%(227)	34%(256)

Problem-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	As a noted area of concern as indicated on the 2012 administration of the FCAT Math Test was the following Reporting Categories: Grade 6 Fractions, Ratios/Proportional Relationships and Statistics and Geometry and Measurement Grade 7 Fractions, Ratios/Proportional Relationships and Statistics and Geometry and Measurement Grade 8 Geometry and Measurement Students lack basic mathematical knowledge required for intermediate and advanced course	Grade 6 Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions. Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers Grade 7 Provide visual stimulus to develop students' spatial sense. Provide students with opportunities to investigate geometric properties. Differentiate instruction for students. Investigate strategies to determine the surface area and volume of selected prisms, pyramids, and cylinders. Solve problems involving scale factors, using ratio and proportion. Solve simple problems involving rates and derived measurements for	MTSS/Rti Leadership Team Elementary and Secondary Math Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Compass Learning Interim Assessments Summative: 2013 FCAT Assessment

The table's column headers: Anticipated Barrier, Strategy, Person or Position Responsible for Monitoring, Process Used to Determine Effectiveness of Strategy, Evaluation Tool.

work.	such attributes as velocity and density. Grade 8 Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' understanding of data analysis.		secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats .

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

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

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2011-2012 FCAT Math Test indicate that 21% of students achieved levels 4 and 5 proficiency. Our goal for the 2012-2013 school year is to maintain and increase levels 4 and 5 student proficiency by 2 percentage points to 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(157)	23%(173)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	As a noted concern on the 2012 administration of FCAT Math test indicate the following deficiencies: Grade 6	Provide the opportunities for students to explain and justify procedures for multiplying and dividing fractions and decimals. Use visual models to explain multiplication and	MTSS/Rti Leadership Team Elementary and Secondary Math Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall	Formative: Bi-weekly assessments Quarterly STAR Math Assessments

	Fractions, Ratios/Proportional Relationships and Statistics and Geometry and Measurement Grade 7 Fractions, Ratios/Proportional Relationships and Statistics and Geometry and Measurement Grade 8 Geometry and Measurement Students lack basic mathematical knowledge required for intermediate and advanced course work.	division of fractions. Use number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers Grade 7 Use Hands-on activities to explore area and volume using non-traditional units of measure. (i.e., using nets, construct cubes, prism, and tetrahedrons of different scales and compare the ratios of edge length, area, and volume of the models. Grade 8 Engage students in activities to use technology (such as Gizmos, Riverdeep® or the National Library of Virtual Manipulatives) that include visual stimulus to develop students' understanding of data analysis.		mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Compass Learning Interim Assessments Summative: 2013 FCAT 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 mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.	The results of the 2011-2012 FCAT Math Test indicate that 70% of students made learning gains.

Mathematics Goal #3a:	Our goal for the 2012-2013 school year is to increase student learning gains by 5 percentage points to 75%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(114)	78%(122)

Problem-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	As a noted concern on the 2012 administration of FCAT Math test Grade 6 Fractions, Ratios/Proportional Relationships and Statistics and Geometry and Measurement Grade 7 Fractions, Ratios/Proportional Relationships and Statistics and Geometry and Measurement Grade 8 Geometry and Measurement Students lack basic mathematical knowledge required for intermediate and advanced course work.	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Students are scheduled for Math and Intensive Math. Regular and Intensive Math teachers coordinate to ensure students are receiving strategic lessons and remediation. Students are receiving technology based interventions	MTSS/Rti Leadership Team Elementary and Secondary Math Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Compass Learning Interim Assessments Summative: 2013 FCAT Assessment

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2011-2012 FCAT Math Test indicate the lowest 25% achieved 73% mastery. Our goal for the 2012-2013 school year is to increase the number of students making gains in the lowest 25% to 78% an increase of 5 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70%(384)	75%(412)

Problem-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	As a noted concern on the 2012 administration of FCAT Math test Grade 6 Fractions, Ratios/Proportional Relationships and Statistics and Geometry and Measurement Grade 7 Fractions, Ratios/Proportional Relationships and Statistics and Geometry and Measurement Grade 8 Geometry and Measurement Students lack basic mathematical knowledge required for intermediate and advanced course work.	Develop departmental grade level and/or course-alike learning teams to facilitate the implementation of the listed best practice instructional strategies. Infuse the Step-It-Up Problem Solving Protocol into daily instruction to equip students with strategies to solve real-world application based problems. Use the Pacing Guide aligned Topic Assessments and the FLDOE Florida Achieves! Students are receiving technology based interventions.	MTSS/Rti Leadership Team Elementary and Secondary Math Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Compass Learning Interim Assessments Summative: 2013 FCAT Assessment

| | | | Benchmark Monitoring Tool.

The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats. |

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 #
	The 2012-2013 AMO goal is to increase the number of students in high standards in the area of Math.

5A : |

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	69	72	75	77	80	

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 results of the 2011-2012 FCAT Mathematics Test indicate that, in grades 3-8, 50% of students in the Black subgroup achieved proficiency.

Our goal is to increase student proficiency by 3 percentage points to 53% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| White: 62%(9)
Black: 50%(179)
Hispanic:
58%(213)
Asian: N/A
American Indian: N/A | White: 63%(9)
Black: 53%(189)
Hispanic: 64%(236)
Asian: N/A
American Indian: N/A |

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: Students lack the ability to apply Geometry, Measurement and Spatial Sense skills in problem solving situations

Asian: N/A
American Indian: N/A | Create a Positive Behavior Support group (Tier 2) for these students monitor and reward those students demonstrating improvement.

PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level. | MTSS/Rti Leadership Team Elementary and Secondary Math Coaches Assistant Principals | Ongoing progress monitoring will be used to monitor student mastery.

Students will be assessed bi-weekly for overall mastery and mastery of benchmarks.

Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster.

Each student will update the Student Data Chat and Action Plan after | Formative: Bi-weekly assessments

Quarterly STAR Math Assessments

Compass Learning

Interim Assessments

Summative: 2013 FCAT Assessment |

		each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary	

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:	The results of the 2011-2012 FCAT Mathematics Test indicate that, in grades 3-8, 53% of students in the ELL subgroup achieved proficiency. Our goal is to increase student proficiency by 10 percentage points to 63%
2012 Current Level of Performance:	2013 Expected Level of Performance:
53%(61)	63%(73)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to apply Geometry, Measurement and Spatial Sense skills in problem solving situations	Utilize the problem solving model to monitor core instruction and Differentiated Instruction in order to remediate instructional focus on mathematical benchmarks in areas where ELL students have demonstrated needs.\n\nPIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.	Administrators Mathematics Coaches MTSS/Rti Leadership Team	Ongoing progress monitoring will be used to monitor student mastery.\n\nStudents will be assessed bi-weekly for overall mastery and mastery of benchmarks.\n\nTeachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster.\n\nEach student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores.\n\nThe implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.\n\nBenchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.\n\nThe Upper Academy will run a straight schedule	Formative: Bi-weekly assessments\n\nQuarterly STAR Math Assessments\n\nThink Central\n\nCompass Learning\n\nInterim Assessments\n\nSummative: 2013 FCAT Assessment

				on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	

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:	The results of the 2011-2012 FCAT Mathematics Test indicate that, in grades 3-8, 23% of Students with Disabilities achieved proficiency. Our goal is to increase student proficiency by 13% points to 36%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(36)	44%(42)

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr>
<th></th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td>1</td>
<td>On the 2012 FCAT Mathematics administration, the subgroup Students with Disabilities has met satisfactory.

Students lack the ability to apply Geometry, Measurement and Spatial Sense skills in problem solving situations</td>
<td>PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level.</td>
<td>Administrators Mathematics Coaches MTSS/Rti Leadership Team</td>
<td>Ongoing progress monitoring will be used to monitor student mastery.

Students will be assessed bi-weekly for overall mastery and mastery of benchmarks.

Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster.

Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores.

The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.

The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats</td>
<td>Formative: Bi-weekly assessments

Quarterly STAR Math Assessments

Compass Learning

Interim Assessments

Summative: 2013 FCAT Assessment</td>
</tr>
</table>

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

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

	Problem-Solving Process to Increase Student Achievement			

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to participate in after and/or Saturday learning activities due to transportation.	PIES is a tiered Home Learning strategy used to differentiate Home Learning to provide students extra meaningful support. Prevention is for students on grade level. Intervention is for students below grade level. Enrichment is for students ready to go beyond grade level. Provide transportation for after school and/or Saturday school learning camps.	MTSS/Rti Leadership Team Elementary and Secondary Math Coaches Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Compass Learning Interim Assessments Summative: 2013 FCAT Assessment

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensure that Middle School participation and performance categories are met. Students lack basic mathematical knowledge required for intermediate and advanced course work.	Solve and graph one- and two-step inequalities in one variable. Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned.	MTSS/Rti Leadership Team Mat h Coach Assistant Principal	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Compass Learning Interim Assessments Summative: 2013 FCAT 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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	According to the 2012 administration of the FCAT Math Test the data indicates that 60 % of students in grade eight achieved a FCAT Level 4 or higher.

Algebra Goal #2:	Our goal for the 2012-2013 school year is to maintain and increase the percentage of students achieving FCAT Level 4 at 60 percentage points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(12)	60%(12)

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Ensure that Middle School participation and performance categories are met. Students lack basic mathematical knowledge required for intermediate and advanced course work.	Solve and graph one- and two-step inequalities in one variable. Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned	MTSS/Rti Leadership Team Mat h Coach Assistant Principal	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Compass Learning Interim Assessments Summative: 2013 FCAT Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :	The 2012-2013 AMO goal is to increase the number of students in high standards in the area of Algebra I.

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

	90	91	92	93	94	

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

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

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: The students lack the necessary skills to appropriately apply critical thinking skills. White: N/A Black: N/A Asian: N/A American Indian: N/A	Solve and graph one- and two-step inequalities in one variable. Use graphing calculators or computers with compatible software to explore slopes, graphs, and tables of linear functions. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned	MTSS/Rti Leadership Team Mat h Coach Assistant Principal	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Compass Learning Interim Assessments Summative: 2013 FCAT 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 subgroup:

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

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

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

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

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

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

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

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

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

Algebra Goal #3E: | The data indicates that the Economically Disadvantaged subgroup met satisfactory at 54%.

Our goal for the 2012-2013 school year is to increase 4 percentage points to 58% |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 54%(9) | 58%(9) |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Ensure that Middle School participation and performance categories are met.	Solve and graph one- and two-step inequalities in one variable. Use graphing calculators	MTSS/Rti Leadership Team Mat h Coach Assistant Principal	Ongoing progress monitoring will be used to monitor student mastery.	Formative: Bi-weekly assessments

1	Students lack basic mathematical knowledge required for intermediate and advanced course work.	or computers with compatible software to explore slopes, graphs, and tables of linear functions. Infusing literacy in the mathematics classroom may include the use of mathematics terminology embedded throughout each lesson by the teacher and students, journals written by students reflecting about the math they learned.		Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Quarterly STAR Math Assessments Compass Learning Interim Assessments Summative: 2013 FCAT Assessment

End of Algebra EOC Goal

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

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

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

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

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

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

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

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

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

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

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

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Opening Math Workshop	Math K-8	Math Coach	Opening of School Curriculum Professional Development	August 18, 2012	Grade level planning/data chats	Assistant Principal/ Math Coach
Intervention Implementation	Math K-8	Math Coach	School wide	August 29, 2012	Grade level planning/data chats	Assistant Principal/ Math Coach
New Success Maker Training	Math K-8	Success Maker Rep. /Math coach	Instructional Coaches and Administration	September 7, 2012	New usage/reports	Assistant Principal/ Math Coach

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Math Remediation	Florida Ready	School Based Budget-Title I	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	According to the 2012 administration of the FCAT Science Test, the data indicates that 21 % of students in grades five and eight achieved a FCAT Level 3 or higher. Our goal for the 2012-2013 school year is to maintain and increase the percentage of students achieving FCAT Level 3 or higher by 5 percentage points to 26%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(48)	26%(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	Areas of concern Grade 5 Physical Science Grade 8 Nature of Science The anticipated barrier is the student's inability to read on grade level and grasp difficult scientific concepts.	Grade 5 Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Instruction in grades K-5 adheres to the depth and rigor of the Next Generation Sunshine State Standards as delineated in the District Pacing Guides. Grade 8 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Scientific Thinking. Provide a variety of hands-on inquiry-based learning opportunities for students to analyze, draw appropriate conclusions, and apply key instructional concepts.	MTSS/Rti Leadership Team Science Coach Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	Formative: Bi-weekly assessments Quarterly STAR Math Assessments Gizmos Science Interim Assessments Summative: 2013 FCAT Assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Train teachers to effectively implement Access Points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0%(0)	0%(0)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need objects/ pictures for exploration and identification of key scientific concepts.	Instruction must be hands on so students can manipulate and explore actions and outcomes.	MTSS/Rti Leadership Team Assistant Principals	Students must have continuous review/practice when learning science concepts.	The students must be provided with visual choices as presented in the Florida Alternate Assessment (FAA).

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:	According to the 2012 administration of the FCAT Science Test, the data indicates that 5 % of students in grades five and eight achieved a FCAT Level 4 or higher. Our goal for the 2012-2013 school year is to maintain and increase the percentage of students achieving FCAT Level 4 or higher by 2 percentage points to 7%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5%(11)	7%(16)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Areas of concern Grade 5 Physical Science Grade 8 Nature of Science Lack of exposure to project based Science activities.	Provide opportunities for teachers to integrate literacy in the science classroom in order for students to enhance scientific meaning through writing, talking, and reading science. Teachers will ensure that students use Gizmos Science and Student Island weekly to acquire Science concepts for	MTSS/Rti Leadership Team Science Coach Assistant Principals	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught.	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and

1			understanding.		Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster. Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats

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

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

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

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

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
Opening Math Workshop	Science K-8	Science Coach	Opening of School Curriculum Professional Development	August 18, 2012	Grade level planning/data chats	Assistant Principal/ Science Coach

Science Budget:

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

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2011 administration of the FCAT Writing test 94% of the students in 4th and 8th grade scored Level 3.0 or above in Writing. Our goal for the 2010-2011 school year is to maintain the number of students achieving Level 3.0 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:

94%(257)	94%(257)

Problem-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	An area of concern as noted on the 2011 FCAT Writing Test, students lack the necessary conventions to formulate adequate sentence structure.	During writing students will apply appropriate tools or strategies to evaluate and refine writing samples using effective writing strategies and FCAT Coach Writing.	Reading Coach, Writing Liaison, and Assistant Principal	Administer and score students' monthly writing prompts to monitor students' progress and adjust focus as needed. The Upper Academy will operate on a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats.	Formative: Monthly Writing assessments

Summative: 2012 FCAT Writing Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b: | |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| | |

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Scoring	K-8	Reading coach	K-8 Teachers	September 12, 2012	After school	Assistant Principal/Reading coach

---

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students need more prior knowledge based activities.	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content. Numerous reading strategies are being used to enhance the knowledge of the Civics content. Note-taking, vocabulary journals, and DI grouping will also assist the students in	MTSS/Rti Leadership Team Secondary Reading Coach Assistant Principal	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports Interim Assessments and AR Comprehension Quizzes.

				conference with all students and complete the Class Data Tracking Roster.	Summative: 2013 Civics EOC
1				Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores. The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks. Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool. The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats	

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
	Students need more prior knowledge based activities.	Utilize District-published lesson plans with assessments aligned to tested End of Course Exam Benchmarks to maximize opportunities for students to master tested content.	MTSS/Rti Leadership Team Secondary Reading Coach Assistant Principal	Ongoing progress monitoring will be used to monitor student mastery. Students will be assessed bi-weekly for overall mastery and mastery of benchmarks. Teachers will retrieve data from Edusoft and complete the Data Briefing Protocol for each class taught. Teachers with conference with all students and complete the Class Data Tracking Roster.	Formative: Bi-weekly assessments Quarterly STAR Reading Assessments Reading Plus Reports Interim Assessments and AR Comprehension Quizzes. Summative: 2013 Civics EOC

| 1 | | | | Each student will update the Student Data Chat and Action Plan after each assessment and graph their individual scores.

The implementation of Workshop Wednesday will be used to reteach, review and re-assess all secondary benchmarks.

Benchmarks will be monitored via the NGSSS Benchmark Monitoring Tool.

The Upper Academy will run a straight schedule on Wednesdays in order to facilitate bi-weekly assessments and Data Chats | |

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
K-12 Comprehensive Reading Plan	Reading K-8	Reading coach	Opening of School Curriculum Professional Development	Start August 18-Ongoing As needed	Grade level planning/data chats	Assistant Principal/ Reading coach

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Write Score	Writing support	Title 1	$3,500.00
Writing Road Map	Writing support	Title 1	$4,000.00
			Subtotal: $7,500.00
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: $7,500.00

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:	Our goal for this year is to increase attendance to 95.73% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students and faculty feel welcomed and appreciated
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.23% (1255)	95.73%(1262)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
389	370
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
152	144

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The number of students who experience personal illness and sibling illness and truancy are a noted concern	Early identification of potential truancy issues. Teachers will submit the names of students who reach pre-determined pre-truancy behaviors. Students of ill siblings will be monitored and parents will be notified if a pattern of absenteeism is recognized.	Homeroom teachers MTSS/Rti Leadership Team	Publicize daily attendance: overall and at each grade level	ISIS attendance records

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
Bully and Dropout prevention	K-8	Trust Counselor, Counselors, PBS Team Leader	School-wide	August 18, 2012	Record of seminars, individual and group counseling events	Student services department chair, Administration
Peer Mediation	3-5, 6-8	Trust Counselor, Counselors, PBS Team Leader	3-5, and 6-8	August 18, 2012	Monitor establishment and effectiveness of established peer mediation intervention program	Trust counselor, Administration
School wide incentives for attendance	K-8	Trust counselor, counselors, PBS coordinator, and grade level chairpersons	Grade level department chairpersons	August 18, 2012	Monitoring the established calendar of events	Administration

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	The data indicates that suspension have decreased significantly. Our goal for the 2012-2013 school year is to decrease suspensions from 42 to 38.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

42	38
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
35	32
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
52	47
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
38	34

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Some students may lack a range of effective strategies necessary to develop anger management and conflict resolutions skills for students	Use of Positive Behavior Support (PBS) activities for students who adhere to norms, Token Economy, Use of RtI Strategies and Professional Development on classroom management strategies. The implementation of MIND Up to decrease classroom behaviors and provide students strategies to combat reactive behaviors.	PBS Team Leader, Administrative Team, Guidance Counselor, DEN Facilitator (CSI	Monitor COGNOS report on student outdoor suspension rate.	COGNOS Suspension Report and Behavior Tracking Forms

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
PBS Training	All K-8	PBS Facilitator	Opening of School Curriculum Professional Development	Start August 18, 2012	Grade level planning	Assistant Principal/ PBS Facilitator
MIND UP Workshop	All k-8	MU trainer	Mind Up Refresher course	September 26, 2012	Grade level planning	Administration.

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: **Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2009-2010 school year, parent participation in school wide activities was 45%. Our goal for the 2010-2011 school year is to increase parent participation by 10% from 45% to 55%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
25%	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
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						

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

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

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The lack of student participation in the Science Fair.	Utilize the Science Teachers and Science Liaison s to create opportunities for student participation.	Science Teachers Science Liaison Assistant Principal	Provide opportunities for all students to participate in the Science Fair	Science Fair Projects

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
Science Fair	K-8	Science Liaison	K-8 Science Teachers	September 7, 2012	Implementation of Project-based activities	Assistant Principal

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Increase opportunities for STEM applied learning by increasing opportunities for students to participate in CTSO career and technical skill competitions by 5%.
Problem-Solving Process to Increase Student Achievement	

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

| 2 | Use Project Based Learning to focus career themed instructional planning between CTE and academic teachers for students in cohort schedules | Implement best practices of integrating CTE content with literacy skills using Achieve 3000 online program (select schools.) Align curriculum to appropriate CTSO, and/or other competitions, such as: Miami- Dade County Fair, NFTE, Fairchild Challenge or other district-approved competition curriculum | Teachers Science Coach Assistant Principal | Monitor and review student schedules, to ensure building pipeline for intermediate and advanced level courses | Formative Assessment: 2013 FCAT Test |

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
Fairchild Challenge	6-8	Agriculture Teacher	Grades K-8	August 18, 2012	Participation of Fairchild Challenge	Science Coach and Agriculture Teacher

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reading Comprehension	Florida Ready	School Based Budget-Title I	$3,000.00
CELLA				$0.00
Mathematics	Math Remediation	Florida Ready	School Based Budget-Title I	$3,000.00
Civics	Write Score	Writing support	Title 1	$3,500.00
Civics	Writing Road Map	Writing support	Title 1	$4,000.00
				Subtotal: $13,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $13,500.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

ȷ͏ Priority	ȷ͏ Focus	ȷ͏ Prevent	ȷ͏ NA	

Are you a reward school: ȷ͏ Yes ȷ͏ No

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

View uploaded file (Uploaded on 10/11/2012)

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

1. ESSAC will develop, implement and review the SIP.
2. Funds will be allocated to support academic success, via incentives for FCAT achievement and Bi-weekly success adn adherence ot PBS forms.
3. Provide supplies and materials to support Project-based Learning and school-wide implementation of the schools magent program.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
COCONUT PALM K-8 ACADEMY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	56%	66%	86%	37%	245	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	61%	66%			127	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?	66% (YES)	73% (YES)			139	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					511	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Dade School District
COCONUT PALM K-8 ACADEMY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	65%	84%	25%	228	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	60%	69%			129	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?	60% (YES)	67% (YES)			127	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					484	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested