

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: GOLD COAST COMMUNITY SCHOOL

District Name: Palm Beach

Principal: Mrs. W. J. Young

SAC Chair: Dorothy McKinon

Superintendent: E. Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 9/24/2012

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

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Mrs. Willie Jo Young	I have State of FL Certification in the areas of; Principalship, Reading Endorsement, Mentally Handicapped, Emotionally Handicapped, ESOL, Elementary Education.	1	21	I am a veteran administrator and educator with 32 years in the Palm Beach County School District. I have worked at all levels, Pre-Kindergarten, elementary, middle, high school, and Adult & Community Education. Student achievement and proficiency is my focus and my goal is to take our school to the next level, "Maintaining". .
Assis Principal	Timothy Abrams	Masters in Educational Leadership, BS in Elementary Education	5	9	I began my administrative career at Roosevelt Middle School as an Assistant Principal. Roosevelt Middle was an A rated school during my tenure at the school.I transferred to Glades Central Community High School, a D rated school, where I assisted in raising achievement by nearly two letter grades. At Gold Coast, I have been intimately involved in our successful efforts to raise student achievement significantly. Gold Coast moved from being

a failing school to being a maintaining alternative school during the 2009-2010 school year meeting 85% AYP. Although the school met 85% AYP during the FY10 FCAT, we were rated a declining school due to the decline of the math scores.

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Internet postings	Principal	Ongoing	
2	Working with the Department of Recruitment and Retention	Principal	Ongoing	
3	Soliciting Referrals From Current Employees	Principal	Ongoing	
4	Peer Mentor Program	Assistant Principal	Ongoing	
5	Provide professional development based on teacher needs	Principal; Assistant Principal	Ongoing	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
No data submitted	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
11	18.2%(2)	9.1%(1)	18.2%(2)	63.6%(7)	27.3%(3)	90.9%(10)	72.7%(8)	0.0%(0)	54.5%(6)

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
Principal/Assistant Principal, Dorothy McKinon, Jay Moylan, Leonard Banks	Salomon Glaude Tracy O'Brien	Expertise	Modeling of lessons using best instructional practices and research based strategies; Monthly meetings to discuss Marzano's Art and Science of Teaching; Monthly meetings to review walk-through data; District ESP support; Professional Development, Departmental Support.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I funds are utilized to provide professional development, attendance at professional conferences and tutorials. Materials and trainer for all parent involvement activities are provided through Title 1 funds. Additionally, books will be purchased for the Media Center and for the Shared Reading Program as well as math manipulatives for all math classes. Afterschool tutorials will be provided to all students who participate in the afterschool program. Gold Coast students who qualify for Supplemental Educational Services will also receive tutoring. Gold Coast students will also participate in Saturday tutorials as well as in tutorials to assist students with FCAT Strategies.

Title I, Part C- Migrant

N/A

Title I, Part D

Afterschool tutorials will be provided to all students who participate in the afterschool program. Gold Coast students who qualify for Supplemental Educational Support will also receive tutoring. Gold Coast students will also participate in Saturday tutorials to assist students with FCAT Strategies.

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

We have installed 27 security cameras on campus to ensure the safety of all students, faculty and staff.

District-wide implementation of Schoolwide Positive Behavior as well as Appreciation of Multicultural Diversity.

Anti-bullying initiative has been implemented; Guidance as well as Administration monitors via phone/internet.

Nutrition Programs

Gold Coast Community School participates in Provision II, a program which ensures that all students will have the benefit of receiving breakfast at no cost regardless of their Free/Reduced Meal Status. Additionally, the school participates in the NFL Play 60 Program, which teaches students about healthy food choices and provides them with healthy snacks.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Gold Coast School of Choice has a Teen Parent Program for middle school and ninth grade teen moms who are pregnant or who has already given birth to a child. The Parenting instructor coordinates services with social service agencies such as the Department of Children and Family Services, WIC, etc. She also works with Planned Parenthood and Palm Beach County Youth for Christ as she implements the parenting curriculum through a daily parenting class for the teen mothers.

Gold Coast School of Choice provides meals and food to those persons in the community who may be experiencing hardships. Meals and food are available twice monthly. Additionally, the program offers the students and members of the community an opportunity to volunteer and experience service learning opportunities.

District dollars are allotted through the Safe Schools Institute to fund the after school program which provides tutoring, credit recovery opportunities, and enrichment for students not able to take elective courses during the regular school day due to state mandates requiring Intensive Reading and Math scheduling for low performing students.

The School Board has provided funds to renew the contract with Compass Learning Odyssey and Education 2020 so that the students are able to recover credits lost during previously failed attempts to pass required academic courses. Gold Coast School of Choice has also partnered with Communities in School to support our students who may experience difficulty in a school setting and to provide additional resources to our school.

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal and/or Assistant Principal: Leads, facilitates, and models the use of data in the decision making process, mandates regular meetings of the school-based team (SBT), attends SBT meetings, ensures that the SBT implements RtI by assessing the RtI skills of faculty and staff, monitors implementation of research based interventions and support and the collection of documentation and data, arranges and/or approves appropriate professional development to enhance RtI implementation, and effectively communicates school-based RtI plans and activities with students and parents. Student Services Personnel: Serves as chair of SBT, schedules SBT meetings, coordinates and manages services that support intervention implementation, assists in researching evidence based intervention, collaborates in the development of intervention implementation plans, provides expert advice on issues from assessment, instruction and interventions appropriate particular students, coordinates services with community based agencies to serve students and their families in an effort to provide additional support students' academic, emotional, behavioral, and social growth and development. Academic Coaches Reading and Learning Team Facilitator: Manages, models and assesses the implementation of academic curriculum frameworks and standards based academic instruction, assists ESE and General Instruction Faculty with research based instruction and behavior assessments and assists in the intervention implementation process. Assesses student needs based upon available data and coordinates/facilitates assistance from appropriate district level staff to identify evidence-based intervention stratagem, coordinated school wide assessments/evaluations programs, assists with progress monitoring, data collection, data analysis,

and reporting, designs, coordinates, schedules and delivers professional development and other teacher support. Specialized General Education Teachers: Offers and communicates pertinent academic and behavior information in relation to core instruction, is a major participant in the performance and behavior data collection process, administers tiered intervention through instruction, is involved through collaboration with designated staff to deliver higher tier intervention when other interventions are found to be unsuccessful and amalgamates lower tier materials, instruction and intervention with higher tiered activities.

Exceptional Student Education (ESE) Teachers and ESE Contact: Collaborates in the student performance and behavior data collection process, infuses academic instruction, activities, and materials into higher tiered more intensive instruction, and teams with General Instruction Faculty in activities such as co-teach, support facilitation, and other student centered instructional models. School Psychologist: Facilitates, coordinates and/or participates in the timely collection of academic or behavior data, analyzes and communicates data based findings, assists in the development comprehensive and specific intervention

Implementation plans, participates in progress monitoring activities, serves as a primary support to ensure that evidence based interventions are implemented with fidelity, assists in documenting intervention implementation, provides technical assistance and professional development.

Speech Language Pathologist: Collaborates in the student performance data collection process, provides technical support and professional development to faculty and staff relative to speech and language and their impact on core instruction, facilitates and/or assists in the selection of appropriate evaluation/assessment measures, and analyzes common trends and patterns in student data particular to speech and language proficiency.

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?

Our RtI Leadership Team functions under the primus that we will always do what is best for students and their families. At Gold Coast School of Choice, we believe in educating the whole child and we pride ourselves on being a school with a heart. Our team meets weekly so that we are able to:

Discuss collected evaluation, performance, and/or behavioral data; make instructional decisions; present and discuss progress monitoring information; and identify students who are falling behind, at, or above established proficiency targets on annually assessed benchmarks and grade level standards. Furthermore, our team identifies, coordinated, schedules and/or provides professional development, materials, equipment or other resources to teachers that will assist students in a "just in time" manner. Likewise, we serve as a think trust, charged with problem solving, modeling effective practice, researching evidence based interventions, evaluating intervention implementation and coordinating services with district personnel and community agencies.

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?

Our RtI Leadership Team met with the School Advisory Council (SAC) and school based administrative team to provide assistance in developing this School Improvement Plan (SIP). Team members served on adhoc committees that researched, discussed and submitted our input for inclusion in the SIP. Our team provided data on tiered targets academic, behavioral and intervention areas that must be addressed this year; we discussed single school culture as it relates to academics, behavior, culture and data. Lastly, we provided a clear overview of RtI and the role of the team in the school program and we offered our assurance that we would do what is best to ensure that every child achieves at Gold Coast School of Choice.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Educational Data Warehouse (EDW), Florida Comprehensive Assessment Test (FCAT), SRI
Progress Monitoring: EDW, District Diagnostic Assessment, SRI
Midyear: District Diagnostic Assessment, SRI
End of year: FCAT, EOC Exams, SRI
Frequency of Data Days: twice a month for data analysis
PMRN, Core K12, EDLINE, FCAT Explorer,

Describe the plan to train staff on MTSS.

RtI follow-up training and support will be provided on teachers' planning periods and during small group sessions on professional development days throughout the year. The teachers were previously trained on the implementation of the RtI process.

The RtI team will continually assess the professional development needs of the faculty and staff during the scheduled weekly

Rtl Leadership Team meetings.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team will consist of the Principal, Assistant Principal, Language Arts/English Department Head, Reading Teachers and Social Studies Teacher.

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

The LLT meets once per month to assess the effectiveness of the strategies put into place through the SIP. Data from the teachers is submitted to the Administration to evaluate and reading reports from SAM are generated. Additionally, the team discusses the needs of the staff in regards to professional development in literacy.

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

The major initiatives of the LLT will be to increase student vocabulary in all areas by working with content area teachers as well as reading teachers, increase the amount of reading the students do outside of the classroom, and promote literacy to the parents.

Public School Choice

Supplemental Educational Services (SES) Notification

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

*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.

N/A

*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.

At Gold Coast, 89% of the teachers are reading endorsed. The use of reading strategies in all classrooms is monitored by administration through classroom walkthroughs, informal observations and review of lesson plans. Teachers who are not reading endorsed will receive professional development on reading strategies on how to implement the strategies in the classroom. All students will participate in DEAR reading each day for 25 minutes with a book on his/her lexile level to improve vocabulary and reading endurance.

*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:	FY 2013, At least 25%% (120) of the students will achieve level 3 or above who enroll at Gold Coast before November 1st.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 20% of students made level 3 or above.	On the FY13 Reading FCAT, at least 35% of the students will show one years growth, maintain or improve on their current FCAT 2.0 level.

Problem-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	Attendance	Parent/Student Attendance Contract; Parent Notificaton by mail and/or phone once student has accumulated 5 absences within a 9 week period;	Principal; Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Proficient students do not receive additional reading instruction through a reading class.	Core teachers will provide reading instruction in their content area. Implement a Reading /Language Arts Focus Calendar	Principal; Assistant Principal; Reading Coach	Implementation of strategies will be monitored through classroom walkthroughs and lexile levels.	SRI; CORE K12 Assessments; Diagnostic Tests; Classroom Assessments; FAIL Assessments
3	Student Mobility	After school and Saturday tutorials; Reading Boot Camps held during the day; CRISS Strategies	Principal; Assistant Principal; Reading Coach	Lexile levels; Mastery on assessments	SRI; CORE K12 Assessment; Diagnostic Tests; Classroom Assessments; FAIL Assessment

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students achieving above proficiency will increase by 5% or meet Safe Harbor (10%).
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 1% of the students scored above proficiency.	On the FY 13 Reading FCAT, 6% of the students will score above proficiency or meet safe harbor.

Problem-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	Proficient students do not receive additional reading instruction through a reading class.	Core teachers will provide reading instruction in their content area. Implement an instructional focus calendar for reading and language arts classes	Principal; Assistant Principal; Reading Coach	Implementation of strategies will be monitored through classroom walkthroughs and lexile levels.	SRI; Diagnostic Tests; classroom assessments; CORE K12 Assessments; FAIR Assessments
2	Limited participation in after school and Saturday tutorial programs	Provide enrichment in classes by utilizing the RIM.	Principal; Assistant Principal; Reading Coach	Implementation of strategies will be monitored through classroom walkthroughs and lexile levels.	SRI; Diagnostic Tests; classroom assessments; CORE K12 Assessments; FAIR Assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	On the FY13 Reading FCAT, the number of students making learning gains will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 50% (66) of the students made learning gains.	On the FY13 Reading FCAT, 55% (70) of the students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period	Principal; Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Limited reading done outside of school day	Reading Counts Incentive Program; School-wide shared reading; Level 1 and disfluent level 2 students enrolled in intensive reading classes utilizing Read 180 to fidelity	Principal; Assistant Principal; Media Clerk	Lexile levels; Reading Counts Points; Number of books checked out of the media center; Read 180 reports	SRI Test; Diagnostic Tests; Classroom assessments; CORE Assessments; FAIL Assessments
3	Limited parent participation	Newsletters; FCAT Parent Night; Parent Resource Room	Principal; Assistant Principal; Family Counselor	Number of parents attending school functions; number of parents utilizing the resource room	Sign in sheets
4	Student Mobility	After school and Saturday tutorials; Reading Boot Camps held during the day. Intensive reading classes for Level 1 and disfluent Level 2 students.	Principal; Assistant Principal;	Lexile levels; Mastery on assessments	SRI; Diagnostic Tests; Classroom assessments; CORE Assessments; FAIL Assessments
5	Prior knowledge and vocabulary are areas of weakness	Word Walls; Shared Reading; LTM to analyze data	Principal; Assistant Principal; Teachers	Increased mastery on assessments	SRI; Diagnostic Tests; Classroom assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	On the FY13 Reading FCAT, the percentage of the Black subgroup not making AYP will decrease by 10%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 90% (81) of the Black subgroup did not make AYP.	AYP Proficiency target is 86%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Parent/Student Attendance Contract; Parent Notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Limited reading done outside of the school day	Reading Counts Incentive Program; School-wide Shared Reading; Intensive Reading Classes for level 1 students and disfluent level 2 students utilizing Read 180 to fidelity	Principal; Assistant Principal; Media Clerk	Lexile levels; Reading Counts Points; Number of books checked out of the media center	SRI; Diagnostic Tests; Classroom assessments; Read 180 Program; COR K12;
3	Student Mobility	Focus on bottom 35% in order to compensate for mobility	Principal; Assistant Principal;	Lexile levels; Mastery on assessments	SRI; Diagnostic Tests; Classroom assessments

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

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

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

5B. Student subgroups by ethnicity (White, Black,

Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the FY13 Reading FCAT 2.0, the percentage of the Black subgroup not making AYP will decrease by 10% (80) or meet (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT, 90% (81) of the Black subgroup did not make AYP.	On the FY13 Reading FCAT 2.0, 86% (70) of the Black subgroup will make AYP or meet state provisions 10% (Safe Harbor).

Problem-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	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period	Principal; Assistant Principal; Guidance Counselor; Data Processor; Media Clerk	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Limited reading done outside of school day	Reading Counts Incentive Program; School-wide shared reading; Level 1 and disfluent level 2 students enrolled in intensive reading classes utilizing Read 180 to fidelity	Principal; Assistant Principal; Media Clerk	Lexile levels; Reading Counts Points; Number of books checked out of the media center; Read 180 reports	SRI Test; Diagnostic Tests; Classroom assessments; CORE Assessment;
3	Student Mobility	After school and Saturday tutorials; Reading Boot Camps held during the day. Intensive reading classes for Level 1 and disfluent Level 2 students utilizing Read 180 to fidelity	Principal; Assistant Principal; Guidance Counselor	Lexile levels; Mastery on assessments	SRI; Diagnostic Tests; Classroom assessments; Core Assessments
4	Prior knowledge and vocabulary are areas of weakness	Word Walls in all classrooms; School-wide Shared Reading; LTM utilized for data analysis; provide informational texts to build background knowledge	Principal; Assistant Principal;	Increased mastery on assessments	SRI; Diagnostic Tests; Classroom assessments; Core Assessments

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

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A (no data)	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	N/A	N/A	N/A	N/A	N/A
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	n/a
2012 Current Level of Performance:	2013 Expected Level of Performance:
n/a	n/a

Problem-Solving Process to Increase Student Achievement

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	On the FY13 Reading FCAT 2.0, the percentage of students in the ED subgroup making AYP will increase to 50% (70) or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Reading FCAT 2.0, 87% (104) of the students in the ED subgroup did not make AYP.	On the FY13 Reading FCAT 2.0, 50% of the ED students will make AYP or meet state provisions (Safe Harbor).

Problem-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	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period	Principal; Assistant Principal; Guidance Counselor; Data Processor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Limited reading done outside of school day	Reading Counts Incentive Program; School-wide shared reading; Level 1 and disfluent level 2 students enrolled in intensive reading classes utilizing Read 180/EDGE to fidelity	Principal; Assistant Principal; Media Clerk	Lexile levels; Reading Counts Points; Number of books checked out of the media center; Read 180 reports; EDGE reports.	SRI Test; Diagnostic Tests; Classroom assessments; Core Assessments.
3	Limited parent participation	Newsletters; FCAT Parent Night; Parent Resource Room	Principal; Assistant Principal; Family Counselor	Number of parents attending school functions; number of parents utilizing the resource room	Sign in sheets
	Student Mobility	After school and	Principal; Assistant	Lexile levels; Mastery on	SRI; Diagnostic

4		Saturday tutorials; Reading Boot Camps held during the day. Intensive reading classes for Level 1 and disfluent Level 2 students utilizing Read 180 to fidelity	Principal; Guidance Counselor	assessments	Tests; Classroom assessments; Core Assessments
5	Prior knowledge and vocabulary are areas of weakness	Word Walls in all classrooms; School-wide Shared Reading; LTM to analyze data; provide informational texts to build background knowledge	Principal; Assistant Principal; Media Clerk	Increased mastery on assessments	SRI; Diagnostic Tests; Classroom assessments; Core Assessments

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

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

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

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increased use of labs; Word Walls; CRISS Strategies	Copy paper; chart paper; lab materials; markers; science fair boards; pencils	Title 1	\$500.00
			Subtotal: \$500.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
EDW/DATA Reports	ink cartridges; toner; copy paper	Title 1	\$500.00
Purchase of Laptops and iPads for Professional Development, i.e. EDGE, Read 180, CORE K12	Laptops and iPads	Title 1	\$2,000.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train the Trainer and or on site district training. Substitute teachers	Core K-12, binders, supplies,EDW reports. Cover Reading Classes	Title 1	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide after school and Saturday tutorial. After school and Saturday Tutorials	copy paper; chart paper; markers; pencils; folders	Title 1	\$3,000.00
			Subtotal: \$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
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

CELLA Budget:

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

End of CELLA Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	FY 13, At least 86% (120) of students tested (enrolled prior to November 1, 2011) will achieve 5% proficiency (FCAT Level 3) in mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 FCAT Mathematics, 11% of the 8th grade students, and 25% of the 7th grade students achieved proficiency (FCAT Level 3).	On the FY13 FCAT Mathematics, 20% of the 8th grade and 30% of the 7th grade students will achieve proficiency (FCAT Level 3) or meet Safe harbor.

Problem-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	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once a student accumulates 5 absences within a 9 week grading period.	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Process will print attendance reports on a weekly basis.	Attendance Reports
2	Proficient students do not receive additional math instruction through an intensive math class	After school and Saturday tutorial; Provide differentiated instruction by utilizing the RIM; Problem of the Day	Principal; Assistant Principal; Math Teacher	Implementation of RIM will be monitored through classroom walkthroughs; Weekly assessments through Pearson, a computer-based program	Pearson; Classroom assignments/assessment
3	Student Mobility	After school and Saturday tutorials; utilizing CRIS Strategies;	Principal; Assistant Principal; Math Teacher	Mastery on assessments	Diagnostic Tests; Pearson; Classroom assessments
4	Prior Performance on the FCAT	Math teachers will utilize Item Specs in addition to CORE K12 assessments to increase student performance to proficiency and above on the 2012 FCAT.	Math Teacher, Tutorial instructor	CORE K 12 activities, FCAT release items, Class room assignments.	Diagnostic Test, CORE K12 assessments and classroom assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	On the FY13 Mathematics FCAT, the percentage of students scoring above proficiency will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 Mathematics FCAT, 2% of the students scored above proficiency (FCAT Levels 4 and 5).	On the FY13 Mathematics FCAT, 5% of the students will score above proficiency (FCAT Levels 4 and 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	Attendance	Parent/Student Attendance Contract; Parent Notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period.	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Proficient students do not receive additional math instruction through an intensive math class	After school and Saturday tutorials; Provide differentiated instruction/enrichment through the utilization of RIM	Principal; Assistant Principal; LTF	Implementation of RIM will be monitored through classroom walkthroughs; Weekly assessments on Pearson, a computer-based program.	Pearson assessments; Classroom assignments/assessment
3	Lack of participation in after school and Saturday tutorial programs	Provide enrichment by utilizing RIM and E 20/20	Principal; Assistant Principal	Implementation of RIM will be monitored through classroom walkthroughs; Weekly assessments on Pearson, a computer-based program; E20/20 Data	E20/20; Pearson assessments; classroom assignments/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:	On the FY12 Mathematics FCAT, the percentage of students making learning gains in mathematics will increase by 5%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY11 Mathematics FCAT, 52% (72) of the students made learning gains.	On the FY12 Mathematics FCAT, 57% of the students will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once a student has accumulated 5 absences within a 9 week grading period	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Student Mobility	After school and Saturday Tutorials; Intensive math classes for Level 1 and 2 students.	Principal; Assistant Principal	Mastery on assessments	Diagnostic Tests; Classroom assessments; CORE Assessment;
3	Deficient in basic math skills and vocabulary necessary to master grade level math	After school and Saturday Tutorials; Word Walls; Problem of the Day; Differentiate instruction by utilizing RIM; Utilize math manipulatives	Principal; Assistant Principal; Math Teacher	Implementation of RIM will be monitored by classroom walkthroughs; Weekly Pearson assessments; Mastery on classroom assignments/assessments	Diagnostic Tests; Pearson Assessments; Classroom assessments; CORE 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:	On the FY11 Mathematics FCAT, the percentage of students in the Black subgroup making AYP will increase to 25% or meet state provisions.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY11 Mathematics FCAT, 84% (76) of students in the Black subgroup did not make AYP.	AYP Proficiency target is 86%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once a student has accumulated 5 absences within a 9 week grading period.	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Student Mobility	After school and Saturday tutorials; Intensive math classes for FCAT Level 1 and 2 students; Focus on bottom 35% instead of 25% in order to compensate for mobility	Principal; Assistant Principal;	Mastery on assessments	Diagnostic Tests; Classroom Assessments
3	Deficient in basic math skills and vocabulary necessary to master grade level math	After school and Saturday tutorials; Word Walls; Problem of the Day; Differentiate instruction by utilizing RIM; Utilize math manipulatives;	Principal; Assistant Principal; LTF	Implementation of RIM and use of math manipulatives will be monitored by classroom walkthroughs. Mastery on assessments	Diagnostic Tests; Weekly Pearson assessments; Classroom assessments

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Middle School Mathematics Goal #			
			5A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	On the FY12 Mathematics FCAT, the percentage of students in the Black subgroup making AYP will increase by 5% or meet state provisions (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY11 Mathematics FCAT, 84% (76) of students in the Black subgroup did not make AYP.	On the FY12 Mathematics FCAT, 86% of the students will make AYP or meet state provisions (decrease the percentage of students not making AYP by 10%).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Student Mobility	After school and Saturday tutorials; Intensive math classes for FCAT Level 1 and 2 students	Principal; Assistant Principal; Guidance Counselor	Mastery on Assessments	Diagnostic Tests; Weekly Pearson Assessments; Classroom assignments/assessment
3	Deficient in basic math skills and vocabulary necessary to master grade level math	After school and Saturday tutorials; Word Walls; Problem of the Day; Differentiate instruction by utilizing RIM; Utilize math manipulatives	Principal; Assistant Principal; LTF	Implementation of strategies will be monitored through classroom walkthroughs; mastery on assessments	Diagnostic Tests; Pearson Assessments; Classroom assessments

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

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

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making	
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satisfactory progress in mathematics.			N/A		
Mathematics Goal #5D:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	N/A	N/A

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			On the FY12 Mathematics FCAT, the percentage of students in the ED subgroup making AYP will increase to 50% or meet state provisions.		
Mathematics Goal #5E:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
On the FY11 Mathematics FCAT, 80% (96) of the students in the ED subgroup did not make AYP.			On the FY12 Mathematics FCAT, 50% of ED subgroup will make AYP or meet state provisions (Safe Harbor).		

Problem-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	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Student Mobility	After school and Saturday Tutorials; Intensive math classes for all level 1 and 2 students	Principal; Assistant Principal; Guidance Counselor	Mastery on assessments	Diagnostic Tests; Pearson Assessments; Classroom assessments
3	Deficient in basic math skills and vocabulary necessary to master grade level math	After school and Saturday tutorials; Word Walls; Problem of the Day; Differentiate instruction by utilizing RIM; Utilize math manipulatives	Principal; Assistant Principal; LTF	Implementation of strategies will be monitored through classroom walkthroughs; mastery on assessments	Diagnostic Tests; Pearson Assessments; Classroom Assessments

End of Middle School Mathematics Goals

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:	During the 2013 school year 15% of the students enrolled in Algebra 1 at Gold Coast before October 2012, will past the EOC exam or meet safe harbor.
2012 Current Level of Performance:	2013 Expected Level of Performance:
During the 2012 school year none of Gold Coast students enrolled(23) in Algebra 1 past the EOC exam in the spring.	At least 15% of the students enrolled in Algebra 1 will score proficient or above on the EOC exam in spring 2013.

Problem-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	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once a student accumulates 5 absences within a 9 week grading period.	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Process will print attendance reports on a weekly basis	Attendance Reports
2	Proficient students do not receive additional math instruction through an intensive math class	After school and Saturday tutorial; Provide differentiated instruction by utilizing the RIM; Problem of the Day	Principal; Assistant Principal; Math Teacher	Implementation of RIM will be monitored through classroom walkthroughs; Weekly assessments through Pearson, a computer-based program	Pearson; Classroom assignments/assessment
3	Student Mobility	After school and Saturday tutorials;utilizing CRISS Strategies	Principal; Assistant Principal;Math Teacher	Mastery on assessments	Diagnostic Tests; Pearson; Classroom assessments
4	Prior Performance on the FCAT	Math teachers will utilize Item Specs in addition to CORE K12 assessments to increase student performance to proficiency and above on the 2012 FCAT.	Math Teacher, Tutorial instructor	CORE K 12 activities,FCAT release items, Class room assignments	Diagnostic Test, CORE K12 assessments and classroom assessments.

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Algebra Goal # 3A : <input type="text"/>			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

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

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 Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

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

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
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	
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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
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize math manipulatives to enhance instruction.	Math Manipulatives, calculators, graph paper, and other supplies needed.	Title 1	\$500.00
			Subtotal: \$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
Train the Trainer and or on site district training.	District personnel	Title 1	\$500.00
Substitute Teachers	Cover Classes	Title 1	\$2,500.00
			Subtotal: \$3,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

After school and Saturday Tutorials	Certified Tutors	Title 1	\$5,000.00
Purchase books for D.E.A.R. program	Bookkeeper	Title 1	\$300.00
			Subtotal: \$5,300.00
			Grand Total: \$8,800.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.O: Students scoring at Achievement Level 3 in science. Science Goal #1a:			On the FY13 Science FCAT, students achieving proficiency level 3 will increase by 10%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
On the FY12 Science FCAT, 11% of the 8th grade students scored a level 3.			On the FY13 Science FCAT, 21% of the 8th grade students will score a level 3.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone when student has accumulated 5 absences within a 9 week grading period.	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance report weekly.	Attendance Report
2	Deficient in background knowledge and science skills	After school and Saturday tutorials; Increase use of labs; Word Walls; CRISS Strategies; Science Fair Projects; Increased use of labs	Principal; Assistant Principal;	Implementation of strategies will be monitored through classroom walkthroughs; mastery on classroom assessments; Science Fair Participation	Classroom Assessments
3	Reading levels are 2-3 years below grade level	Word Walls; Implement reading strategies; Implement fifteen (15) minutes of silent sustained reading and responding at the beginning of each class	Principal; Assistant Principal	Implementation of strategies will be monitored through classroom walkthroughs; Reading Response Journals	Classroom assignments/assessments

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.	
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Science Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:			The percentage of 8th grade students scoring a level 4 or 5 on the FY13 FCAT Science will increase by 3%.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
On the FY12 FCAT Science, 0% of the students scored in level 4 or 5.			On the FY12 FCAT Science, 3% of the 8th students will score a level 4 or 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	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone once student has accumulated 5 absences within a 9 week grading period.	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance reports on a weekly basis.	Attendance Reports
2	Motivation / Interest	Implement an after school Science Club; Provide incentives for students	Principal; Assistant Principal; After School Director	Mastery on classroom assessments; Completed Science Fair Project	Classroom Assessments; Science Fair Projects

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

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

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

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increased use of labs; Word Walls; CRIS Strategies	Copy paper; chart paper; lab materials; markers; science fair boards; pencils	Title 1	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
EDW/DATA Reports	Ink Cartridges; Toner	Title 1	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Staff/Collaborative Planning Training	Pre-School Planning and staff development.	Title 1	\$5,519.00
			Subtotal: \$5,519.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science equipment for Science Fair Projects	Glue sticks, science fair boards,markers, and additional supplies.	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Grand Total: \$11,119.00			

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:	The percentage of students achieving Adequate Yearly Progress on the FCAT Writes will increase by 4%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
On the FY12 FCAT Writes, 74% of the students scored a 3.0 or higher in writing.	On the FY13 FCAT Writes, 80% of the students will score a level 3.0 or higher.

Problem-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	Attendance	Parent/Student Attendance Contract; Parent notification by mail and/or phone when a student has accumulated 5 absences within a 9 week grading period.	Principal; Assistant Principal; Data Processor; Guidance Counselor	Data Processor will print attendance report on a weekly basis.	Attendance Reports
2	Student Mobility	After school and Saturday tutorials; Writing Boot Camps held during the day;	Principal; Assistant Principal; Language Arts Department Head	Scores from Palm Beach Writes	Palm Beach Writes and classroom assessments
3	Deficient in essential writing skills	Graphic Organizers; 6 Traits of Writing; Peer Editing; Use of rubrics to understand scoring; CRISS Strategies; Writing Boot Camps	Principal; Assistant Principal; Language Arts Department Head	Implementation of strategies will be monitored through classroom walkthroughs; Palm Beach Writes; Classroom writing assessments	Palm Beach Writes classroom assessments

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Increased use of labs; Word Walls; CRISS Strategies	Copy paper; chart paper; lab materials; markers; science fair boards; pencils	Title 1	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
EDW/DATA Reports	Ink Cartridges; Toner	Title 1	\$700.00
			Subtotal: \$700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Professional Staff/student Development	Out of county travel including registration to Orlando Fl. for the National Afterschool Association conference	Title 1	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Science equipment for Science Fair Projects	Glue sticks, science fair boards,markers, and additional supplies.	Title 1	\$3,000.00
			Subtotal: \$3,000.00
			Grand Total: \$6,300.00

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
No Data Submitted				

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

Civics Budget:

Evidence-based Program(s)/Material(s)

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

End of Civics Goals

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:			In FY13, the Attendance Rate will increase by 10%.		
2012 Current Attendance Rate:			2013 Expected Attendance Rate:		
In FY12, the Attendance Rate was 66%.			In FY13, the expected Attendance Rate will increase to 76%.		
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)		
In FY12, the number of students with Excessive Absences was 75.			In FY13, the number of students with Excessive Absences will decrease to 65.		
2012 Current Number of Students with Excessive Tardies (10 or more)			2013 Expected Number of Students with Excessive Tardies (10 or more)		
7			4		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	A significant amount of students staffed to Gold Coast have had attendance issues prior to arriving.	Parent/Student Attendance Contract; Parent notification by mail and/or phone when a student has	Principal; Assistant Principal; Data Processor; Guidance	Data Processor will print attendance report on a daily/weekly basis.	Attendance Reports.

1	2. Gold Coast is the only Alt. Ed. site that serve teen parents. Our teen moms may missed an extended amount of school due to the delivery of their baby and possible complications.	accumulated 5 absences within a 9 week grading period.	Counselor and family counselor.		
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

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

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:

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

Suspension Budget:

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

End of Suspension Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:					
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			The percentage of parents participating in school functions will increase by 15%.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
During the FY12 school year, 35% of parents attended school functions.			During the FY13 school year, 50% of parents will attend school functions.		
Problem-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	Inability to contact parents via phone	Monthly newsletter that gives important Title 1 information; Edline; Flyers and letters sent home with Title 1 information Send written invitation with students that includes a slip to return to school. Reward	Principal; Assistant Principal; Parent Liaison; Family Counseor	Percentage of parents who attend the meeting	Sign in sheets; Signed School/Parent Compacts; Evidence of Family Policy Plan Review (completed on Aug 31)

		student for return of slip			
2	Parent Attendance at School Functions	1. Invite Parents to monthly SAC meetings so that they are given an opportunity to provide input regarding school improvement ie: expenditure of funds, academic issues and goals; 2. Promote event in a positive frame by offering incentives such as food, door prizes, student performances;	Principal; Assistant Principal; Parent Liaison; Family Counselor; SAC Chairperson	Percentage of parents who attend functions	Sign-in Sheets; Annual Parent Evaluations/Surveys of Title 1
3	Parents/Guardians Educational Level	Staff/Parent Book Club; Pastries with the Principal to discuss topics on how to assist their child (children) with academic achievement; Parent Trainings: FCAT Reading, Math, Writing, Science Parent Night, Curriculum Night, Literacy Night, Parent Conference Night; FCAT Saturday Camp for Parents to run concurrently with the tutorial program being offered to students. Encourage use of Parent Resource Room	Principal; Assistant Principal; Parent Liaison; Family Counselor	Percentage of parents who attend	Sign-in Sheets; Annual Parent Evaluations/Surveys of Title 1
4	Business Partners	The following business partners will provide assistance with student incentives, campus beautification projects and various items to assist families: Home Depot, Chick-Fil-A, and Popeye's Fried Chicken	Assistant Principal	Percentage of parents who attend school functions	Sign in sheets; Annual Parent Evaluation/Surveys of Title 1, Donations of goods and services

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Friendly Conference Tips	All grades/subjects	Dorothy McKinon	All teachers	October 2012	Conference Notes	Dorothy McKinon
Creating a Family Friendly School	All grades/subjects	Dorothy McKinon	All Teachers	December 2012	Parent Survey	Dorothy McKinon

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
Conduct effective parent/teacher conferences	Workshop materials to include paper, printer cartridges, etc.	Title I	\$481.00
			Subtotal: \$481.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Book Club; Parent Trainings / Meetings	Food for parent trainings; door prizes; copy paper; ink cartridges; toner; postage stamps	Title 1	\$1,800.00
Parent Trainings	Parent Liason	Title 1	\$3,000.00
Postage for parent mailings of newsletters, Title I documents	Postage for mailings	Title I	\$2,200.00
			Subtotal: \$7,000.00
			Grand Total: \$7,481.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s) /Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Increased use of labs; Word Walls; CRISS Strategies	Copy paper; chart paper; lab materials; markers; science fair boards; pencils	Title 1	\$500.00
Mathematics	Utilize math manipulatives to enhance instruction.	Math Manipulatives, calculators, graph paper, and other supplies needed.	Title 1	\$500.00
Science	Increased use of labs; Word Walls; CRISS Strategies	Copy paper; chart paper; lab materials; markers; science fair boards; pencils	Title 1	\$600.00
Writing	Increased use of labs; Word Walls; CRISS Strategies	Copy paper; chart paper; lab materials; markers; science fair boards; pencils	Title 1	\$600.00
Parent Involvement	No Data	No Data	No Data	\$0.00
				Subtotal: \$2,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	EDW/DATA Reports	ink cartridges; toner; copy paper	Title 1	\$500.00
Reading	Purchase of Laptops and iPads for Professional Development, i.e. EDGE, Read 180, CORE K12	Laptops and iPads	Title 1	\$2,000.00
Mathematics	No Data	No Data	No Data	\$0.00
Science	EDW/DATA Reports	Ink Cartridges; Toner	Title 1	\$3,000.00
Writing	EDW/DATA Reports	Ink Cartridges; Toner	Title 1	\$700.00
Parent Involvement	No Data	No Data	No Data	\$0.00
				Subtotal: \$6,200.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Train the Trainer and or on site district training. Substitute teachers	Core K-12, binders, supplies, EDW reports. Cover Reading Classes	Title 1	\$1,000.00
Mathematics	Train the Trainer and or on site district training.	District personnel	Title 1	\$500.00
Mathematics	Substitute Teachers	Cover Classes	Title 1	\$2,500.00
Science	Professional Staff/Collaborative Planning Training	Pre-School Planning and staff development.	Title 1	\$5,519.00
Writing	Professional Staff/student Development	Out of county travel including registration to Orlando FL. for the National Afterschool Association conference	Title 1	\$2,000.00
Parent Involvement	Conduct effective parent/teacher conferences	Workshop materials to include paper, printer cartridges, etc.	Title 1	\$481.00
				Subtotal: \$12,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide after school and Saturday tutorial. After school and Saturday Tutorials	copy paper; chart paper; markers; pencils; folders	Title 1	\$3,000.00
Mathematics	After school and Saturday Tutorials	Certified Tutors	Title 1	\$5,000.00

Mathematics	Purchase books for D.E.A.R. program	Bookkeeper	Title 1	\$300.00
Science	Science equipment for Science Fair Projects	Glue sticks, science fair boards,markers, and additional supplies.	Title 1	\$2,000.00
Writing	Science equipment for Science Fair Projects	Glue sticks, science fair boards,markers, and additional supplies.	Title 1	\$3,000.00
Parent Involvement	Parent Book Club; Parent Trainings / Meetings	Food for parent trainings; door prizes; copy paper; ink cartridges; toner; postage stamps	Title 1	\$1,800.00
Parent Involvement	Parent Trainings	Parent Liason	Title 1	\$3,000.00
Parent Involvement	Postage for parent mailings of newsletters, Title I documents	Postage for mailings	Title I	\$2,200.00
				Subtotal: \$20,300.00
				Grand Total: \$40,700.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority

☐ Focus

☐ Prevent

☐ NA

Are you a reward school: ☐ Yes ☐ No

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

No Attachment (Uploaded on 9/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

☒ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount
No data submitted	

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

Monthly SAC meetings, Pastries with the Principal, Fund Raising activities for student incentives, Volunteer for monthly Soup Kitchen.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found