FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: CYPRESS RUN ALTERNATIVE/ESE

District Name: Broward

Principal: Vincent Alessi

SAC Chair: Dean M. Belter

Superintendent: Robert W. Runcie

Date of School Board Approval: December 6, 2011

Last Modified on: 10/23/2012



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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Vincent Alessi	Bachelor of Science – Lang. Arts. & Masters- Educational Leadership K-12	4	18	2011 - 2012 - Correct 2 2010 - 2011 - Correct 2 2009 - 2010 - Correct 2 2008 - 2009 - 85% B 2007 - 2008 - 75% C 2006 - 2007 - 85% B
Assis Principal	Marsha Artis	Bachelor of Business Administration Masters of Business Administration – Educational Leadership K-12	3	6	2011 - 2012 - Correct 2 2010 - 2011 - Correct 2 2009 - 2010 - 75% C 2008 - 2009 - 59% F 2007 - 2008 - 60% D 2006 - 2007 - 60% D

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest

25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Chrissy	BA Elementary Ed. Reading Endorsement	1	10	2011 - 2012 A - 90% 2010 - 2011 A - 90% 2009 - 2010 B - 85% 2008 - 2009 B - 82%

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. NESS	Deborah Edwards Marsha Artis - Assistant Principal	June 2013	
2	Team Leaders - Regular meetings of new teachers with Assistant Principal & NESS Coach	Marsha Artis – Assistant Principal	June 2013	
3	3.Bring Team Leaders back 3 days prior to the regular school year	Marsha Artis – Assistant Principal	August 2013	
4	4.Common Planning/PLC'S	Department Leaders	June 2013	
5	5.Collegial Meetings	Coaches & Assistant Principal	June 2013	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
2.7% (1) teaching out of field.	The out of field teacher is paired with an highly effective teacher, knowledgeable in the curriculum and programs being taught. The teachers meet weekly to plan lessons and share "best" teaching practices. The Principal and Assistant Principal monitor teacher effectiveness and progress through classroom observations.

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 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	Effective	% Reading Endorsed	% ESOL Endorsed Teachers

27	7.4%(2)	0.0%(0)	59.3%(16)	29.6%(8)	51.9%(14)	96.3%(26)	25.9%(7)	0.0%(0)	88.9%(24)

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	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
II)ehorah Edwards	Shayla McCloud Lynell Rolle	BEEP lessons, SmartBoard lessons, and ESE	Weekly meetings, daily reading activities, computer generated lessons, and professional development. Development of individualized and group instruction based on the BAT and FCAT data.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part D

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 N/A Title I, Part C- Migrant N/A

These federal funds are being utilized to purchase instructional materials and supplies across all curriculum areas. They are

also being utilized for job training skills in vocational classes.

Title II N/A Title III

N/A

Title X- Homeless

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

I/A	
lult Education	
I/A	
reer and Technical Education	
I/A	
b Training	
I/A	
her	
I/A	

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

School-based MTSS/RtI Team-

Identify the school-based MTSS leadership team.

Vincent Alessi (Principal), Marsha Artis (Assistant Principal), Walter Cooper (Assistant Principal), Chrissy Pomper (Literacy Coach), Kathleen Schioppa-Johnson (ESE Specialist), Dean Belter (Behavioral Specialist), Deborah Edwards (Language Arts Teacher), Gary Gam (Behavior Specialist), Reva Reed (Family Counselor), Andrea Gelske (School Psychologist), Roseta Mighty (ESOL & Guidance Counselor), and Gloria Powell (Elementary Teacher).

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?

Teachers observe students for target behavior and collect data to review with assigned case manager, which could result in an RTI referral to the CPST. Parents are included via telephone conference and/or parent/teacher conference when necessary. The parents and family counselors are an integral part of the collaborative process and provide the team with valuable input. The team meets weekly to discuss and evaluate the effectiveness of Tier I and Tier II interventions that have been implemented by the grade level teams or individual teachers. Kathleen Schioppa-Johnson, ESE Specialist, coordinates the meetings. The family counselor assigned to the student provides case management to the cases that move from Tier II to Tier III. The interventions will become more intensive and the student meetings will become more frequent. The ESE Specialist tracks and updates the information utilizing the district RTI Database.

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

The school-based MTSS Leadership Team has input in the development of the SIP based on data that is collected throughout the year. Tier I data is routinely reviewed in the areas of reading, writing, math, science and behavior. Students are placed into courses based on test scores and interventions needed. Data is used to make decisions about modifications needed to the core curriculum and school-wide approach to behavior management. School-wide Tier 1 data is collected during the enrollment process and monitored through the district BASIS system and SMS (School Management System) House Progression Plan. At the time of enrollment, a DAR and Fluency assessment is given by the Literacy Coach or ESE Specialist to determine reading placement. Grades, behavior, and attendance are reviewed weekly as students move through the House Progression Plan. The MTSS Leadership Team meets weekly to review the school-wide behavior management and rewards program to ensure that we are providing a safe and structured learning environment for all students. Professional Development for utilizing the RTI problem-solving process is scheduled for the beginning of the school year and is on going as needed.

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.

The data sources used are FCAT Reading, Writing, Science and Math scores, EOC results, BAT I & II, FAIR, DAR, FORF, classroom assignments, writing samples, teacher observations, and disciplinary referral information. PMRN, Virtual Counselor, Data Warehouse, and the district BASIS system are used to review and update data. Teachers, administrators, counselors and support staff input all academic and behavioral interventions implemented for each student, into the district database. For Tier II and III interventions, the data sources include the intervention records and progress monitoring graphs generated

for individual students from the RTI database. For SWD, the ESE Specialist, Kathleen Schioppa-Johnson and CPST team will review all student's data and will begin interventions for Tier 1 based on formal and informal assessments, student work samples, research journals and logs, observations, anecdotal records, teacher checklists, student and parent interviews and surveys, report cards, portfolios, attendance and discipline referrals. Having a data collection system in place to record and review individual student's progress is crucial to ensure that we are meeting the needs of all students and providing a safe and structured learning environment.

Describe the plan to train staff on MTSS.

The district trained team members, Marsha Artis, Dean Belter, Kathleen Schioppa-Johnson, Reva Reid, Suzie Gluck, and Raymond Walker, will provide RTI training to the staff at the beginning of the school year. The training will include instructions for using the RTI database and clear expectations of the process. The team will be responsible for explaining the Tiers and how to use the database to input and track student interventions and progress.

Describe the plan to support MTSS.

RTI team has been assembled that will monitor the MTSS. Staff development will be ongoing. Administrators will oversee implementation of MTSS through weekly leadership meetings. All data collected will be shared with the team to ensure that student's specific needs are being met and that the learning environment remains safe and structured.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school based LLT will be composed of the Principal, Assistant Principal, a representative from each grade level, the Literacy Coach, Micro-Tech and ESE Specialist.

Vincent Alessi – Principal

Marsha Artis – Assistant Principal

Chrissy Pomper – Literacy Coach

Kathleen Schioppa – ESE Specialist

Brendon Shaub - Micro-Technician

Deborah Edwards - High School Language Arts Teacher

Dave Freudenburg - Middle School Language Arts Teacher

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

The function of the LLT is to help develop, implement, and monitor the SIP through monthly meetings. The LLT ensures that school stakeholders understand and support the Literacy Coach model and obtain support for achieving the school's reading goals. They will also ensure the use of the district's instructional focus calendars by the classroom teachers. They will analyze data to determine the effectiveness of instruction and redesign instruction to meet student needs; monitor and support the implementation of the Comprehensive Intervention Reading Programs and scientifically based reading instruction plus strategies with fidelity; lead and support Professional Learning Communities and study groups; create and share school-wide initiatives plus activities that promote literacy (reading rewards program, USA Today current events [weekly], and before school and lunch time reading club).

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

The focus of the Literacy Leadership Team is to promote and support literacy throughout all content areas and school-wide. The LLT initiatives for the 2012 - 2013 school year include adding a Reading Rewards Program, USA Today current events weekly using iPads and a before school and lunch-time reading club. The goal is to encourage reading for pleasure, improve reading fluency, comprehension and vocabulary skills in grades K-12, while ensuring a safe and structured learning environment. Using data from previous years' FCAT 2.0 and BAT, the Literacy Coach will identify students in need of extended learning opportunities and intensive reading interventions. The Literacy Coach will incorporate a variety of strategies into a curriculum based on the strengths and weaknesses of the students. The Literacy Coach, will also facilitate the general information meetings regarding the process of becoming reading endorsed and meet individually with teachers to organize a plan of study. Currently, Cypress Run has two teachers seeking reading endorsement and three teachers with reading endorsement.

Public School Choice

Supplemental Educational Services (SES) Notification

No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

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.

Teachers will meet throughout the year to share best practices and resources regarding incorporating reading strategies into all content areas. The teachers will meet quarterly during formal data chats to discuss students' strengths, weaknesses and progress. Students who fall below district standards of mastery will be using a progress-monitoring plan and teachers will differentiate their instruction during small reading groups (pull-outs and push-ins). A push in program will be in place to meet the areas of weakness.

*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?

Cypress Run offers vocational training and career-centered courses that teach life skills. Teachers are encouraged to integrate real-world experiences into their curriculum to demonstrate the relevance of what is being taught in the classroom in relationship to the future career choices of students. Students also have an opportunity to participate in career oriented courses such as, Culinary Arts, where students are taught proper food sanitation, storage and preparation. We also provide opportunities for career counseling, visits from college representatives, ASVAB, Career Day, ePep, FLVS, Broward Virtual, and Internships at local businesses. The educational setting also has an Annual Guidance Plan, which focuses on career and education planning. Using an integrated curriculum FACTS.org and ePEP help our students do career and education research and course planning.

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?

In order to prepare students for their future, we provide a career day curriculum that is centered on the careers in which students have expressed interest. Students also attend an annual college fair. The school has a daily rewards program to recognize student achievement. In addition to incorporating academic and career planning the school also utilizes mentoring programs, resource persons, field trips, and community representatives. The school holds quarterly award ceremonies to recognize student achievement.

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 <u>High School Feedback Report</u>

Students that score level 1 or 2 on the FCAT are enrolled in intensive reading classes. Juniors and Seniors who have not met FCAT requirements or postsecondary requirements are enrolled in specific courses and are encouraged to take the ACT and/or SAT. Waivers are provided for students that qualify for free/reduced lunch. Cypress Run also offers the Postsecondary Education Readiness Test (PERT) and the PSAT on campus These results are used to guide students academic and career plans. Project based learning is extensively used in high school classes. Throughout the year, the school website will inform parents of pertinent information. Students and parents can monitor academic progress by accessing grades daily through Pinnacle Viewer.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

	on the analysis of studen provement for the following		eference to "Guidino	g Questions", identify and o	define areas in need		
readi	CAT2.0: Students scoringing. ing Goal #1a:	g at Achievement Level (30% (18 out of	30% (18 out of 59) of students will score a level 3 on the reading portion of the FCAT 2.0.			
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:			
13%	(8 out of 59)		30% (18 out of	59)			
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Teachers lack knowledge of the Close Reading Strategy and higher level questioning techniques.	modeling, observation,	Literacy Coach Assistant Principal Principal	Classroom walk-throughs Student work samples Test score analysis	BAT 1 & 2 FCAT 2.0 DAR FAIR Treasures Student work samples		
2	Content area classrooms lacking the incorporation of literacy and or reading strategies into the curriculum.		Literacy Coach	Test score analysis Quality of student work will improve Test score analysis	BAT 1 & 2 Treasures FCAT 2.0 FORF DAR FAIR		
	1		1	1			

	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:				Due to our unique student population, this section is not applicable to our school.					
2012 Current Level of Performance:			2	2013 Expected	Level of Performance:				
N/A	N/A			N/A					
	Pr	oblem-Solving Process t	to I n	crease Studer	nt Achievement				
	Anticipated Barrier	Strategy	Re	Person or Process Used to Position Determine esponsible for Effectiveness of Monitoring Strategy		Evaluation Tool			
1	N/A	N/A	N/A		N/A	N/A			

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

	N/A	N/A	N/A	N/A	N/A
2					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. 15% (9 of 59) of students will score a level 4 or above on the reading portion of the FCAT 2.0. Reading Goal #2a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 5% (3 out of 59) 15% (9 out of 59) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Teachers will incorporate Principal BAT 1 & 2 Students scoring level 4 Test score analysis are not receiving enough differentiated learning Assistant Principal FCAT 2.0 Classroom Walk-throughs Student Work enrichment activities in activities that promote critical thinking, research content area classes. skills and extended learning opportunities. Teachers lack knowledge Training, classroom Literacy Coach Classroom walk-throughs Student work of the Close Reading Assistant Principal samples modeling, observation, Strategy and higher level and feedback from on **Principal** Student work samples 2 questioning techniques. use of Close Reading strategies such as rereading, text coding, and directed note-taking

	on the analysis of studen provement for the following	t achievement data, and r g group:	eference to "Guiding	Questions", identify and	define areas in need	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:			Due to our unio	Due to our unique student population, this section is not applicable to our school.		
2012	Current Level of Perforr	mance:	2013 Expected	d Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	
2	N/A	N/A	N/A	N/A	N/A	

gair	FCAT 2.0: Percentage of some in reading. Inding Goal #3a:	itudents making learning	50% (7 out of 13) of students will make learning gains reading.			
201	2 Current Level of Perforr	mance:	2013 Expected	d Level of Performance:		
38% (5 out of 13)			50% (7 out of 1	13)		
	Pr	roblem-Solving Process t	o Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluat	
1	Students have made limited learning gains in the past because of attendance, grades, and behavior.	Students will receive small group skill and strategy instruction as well as reinforcement strategies through online resources.	Team Leaders Assistant Principal	Classroom Walk-through Data Chats	BAT 1 & 2 FCAT 2.0	
2	Low performing students have had limited learning gains in the past due to poor attendance, grades, and behavior.	technology. Teachers will provide intensive skills and strategy instruction in	Assistant Principal Principal Team Leaders Behavior Specialist Literacy coach.	Classroom Walk-throughs Daily Rewards Database	FCAT 2.0 BAT 1 & 2 Daily Rew Sheets an Database	

1	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in neo of improvement for the following group:					
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:				Due to our unique student population, this section is not applicable to our school.		
2012	Current Level of Perform	nance:		2013 Expected Level of Performance:		
N/A				N/A		
Problem-Solving Process to I			to I	ncrease Studen	t Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for	Process Used to Determine Effectiveness of	Evaluation Tool

				Monitoring	Strategy	
-	1	N/A	N/A	N/A	N/A	N/A
2	2	N/A	N/A	N/A	N/A	N/A

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 4. FCAT 2.0: Percentage of students in Lowest 25% 50% of students in the lowest 25% will make learning gains making learning gains in reading. on the reading portion of the FCAT. Reading Goal #4: 2012 Current Level of Performance: 2013 Expected Level of Performance: 30% (3 out of 10) 50% (5 out of 10) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Lack of differentiated Teachers will attend Literacy Coach Classroom Walk-throughs BAT 1 & 2 FCAT 2.0 instruction to meet the school-wide and District needs of individual staff Participation in grade Teacher made Assistant Principal development/webinars on level PLC's students as well as a assessments limited understanding of differentiating instruction Principal and adding rigor and how to integrate the NGSSS and Common Core relevance to the State Standards into the curriculum. curriculum. Low performing students Students will be provided Assistant Principal Classroom Walk-throughs BAT 1 & 2 have had limited learning with Project Based FCAT 2.0 gains in the past due to learning lessons using Principal Daily Rewards database Daily Rewards poor attendance, grades, technology. Sheets and behavior. Team Leaders BASIS/Virtual Counselor Pinnacle Teachers will provide intensive skills and Literacy Coach strategy instruction in small groups Behavior Specialist A School-wide Rewards program will be implemented to improve student attendance, behavior and academic progress. Incorporating intensive Provide teachers with Literacy Coach Data Chats BAT 1 & 2 strategy and skill professional FCAT 2.0 instruction into the development. Assistant Principal Classroom Walk-throughs Student work 3 curriculum using high I.D. Student interest, diverse text Implement the I.D. Principal Teacher lesson plans journals that is relevant to all Program in Reading students. classes.

Based on Amb	itious but Achi	evable Annual	Measurabl	e Objectiv	res (AMOs), AMO-2,	Reading and Math Pe	erformance Target
5A. Ambitious Measurable Ob school will red by 50%.	jectives (AMO:	s). In six year	Our	011-12 1	o reduce the achi	vere proficient in evement gap by 50	
Baseline data 2010-2011	2011-2012	2012-2013	2013	-2014	2014-2015	2015-2016	2016-2017

Incorporating intensive strategy and skill instruction into the curriculum using high interest, diverse text that is relevant to all students. Program in Reading classes. Provide teachers with professional development. Assistant Principal Classroom Walk-throughs Student work I.D. Student Work I.D. Student Journals Program in Reading classes. Principal Teacher lesson plans Journals Teacher lesson plans Journals Teacher lesson plans Journals Teacher lesson plans Journals Student work I.D. Student Journals Teacher lesson plans Journals Teacher lesson plans Journals Teacher lesson plans Teacher lesson plans Journals Teacher lesson p		25 3	2	39	45	52			
of improvement for the following subgroup: B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: 2014 (4 out of 22) 2015 Expected Level of Performance: 2016 Problem-Solving Process to Increase Student Achievement 2017 Problem-Solving Process to Increase Student Achievement 2018 Expected Level of Performance: 2019 Process Used to Determine Effectiveness of Strategy Position Responsible for Monitoring Interest, diverse text that is relevant to all students. 2019 Implement the LD Program in Reading classes. 2019 Problem-Solving Process to Increase Student Achievement 2019 Process Used to Determine Effectiveness of Strategy Provide teachers with professional development. 2019 Process Used to Determine Effectiveness of Strategy Classroom Walk-throughs Interest, diverse text that is relevant to all students. 2019 Process Used to Determine Effectiveness of Strategy Principal Principal Provide teachers with Teacher lesson plans Provided teachers wi									
Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: 2012 Current Level of Performance: 2013 Expected Level of Performance: 2014 (4 out of 22) 2015 Problem-Solving Process to Increase Student Achievement 2016 Process Used to Determine Effectiveness of Strategy and skill instruction into the Curriculum using high interest, diverse text that is relevant to all students. 2015 Expected Level of Performance: 2016 Exponsible for Monitoring Process Used to Determine Effectiveness of Strategy and skill instruction into the Curriculum using high interest, diverse text that is relevant to all students. 2016 Expected Level of Performance: 2017 Expected Level of Performance: 2018 Expected Level of Performance: 2019 Expected Level of Performance: 2010 Expected Level of Performance: 2011 Expected Level of Performance: 2012 Expected Level of Performance: 2013 Expected Level of Performance: 2014 Expected Level of Performance: 2015 Expected Level of Performance: 2016 Expected Level of Performance: 2017 Expected Level of Performance: 2018 Expected Level of Performance: 2019 Expected Level of P				nt data, and re	eference to "Guiding	g Questions", identify and	define areas in nee		
Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Strategy and skill instruction into the curriculum using high interest, diverse text that is relevant to all students. Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in not improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: Data Chats For Az. 0. Student Journals Classroom Walk-throughs Student work L.D. Student Journals Principal Teacher lesson plans Journals Due to our unique student population, this section is not applicable to our school. Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Reponsible for Responsible for Revenue Revaluation To Strategy Evaluation To Strategy Evaluation To Strategy Evaluation To Strategy Evaluation To Strategy Process Used to Determine Effectiveness of Strategy Evaluation To Strategy Evaluation To Strategy Evaluation To Strategy	Hispa satisi	nic, Asian, American I r factory progress in read	ndian) not m		not making AYF	by 17% (9 out of 22), as			
Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Incorporating intensive strategy and skill instruction into the 1 curriculum using high interest, diverse text that is relevant to all students. Program in Reading classes. Principal Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in no of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: Data Chats Principal Data Chats Principal Data Chats Principal Data Chats Principal Teacher lesson plans Judent work L.D. Student work L.D. Student work L.D. Student or "Guiding Questions", identify and define areas in no of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading. Pue to our unique student population, this section is not applicable to our school. Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Effectiveness of Strategy Evaluation To Determine Effectiveness of Strategy	2012	Current Level of Perfor	mance:		2013 Expected	d Level of Performance:			
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Incorporating intensive strategy and skill instruction into the curriculum using high interest, diverse text that is relevant to all students. Program in Reading classes. Pincipal Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in no firmprovement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: Determine Effectiveness of Strategy Provide teachers with professional development. Assistant Principal Teacher lesson plans Classroom Walk-throughs Student work I.D. Student journals Teacher lesson plans Due to our unique student population, this section is not applicable to our school. Due to our unique student population, this section is not applicable to our school. Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Strategy Evaluation To Determine Effectiveness of Strategy Evaluation To Determine Effectiveness of Strategy Evaluation To Strategy Evaluation To Determine Effectiveness of Strategy Evaluation To Strategy	24%	(4 out of 22)			41% (9 out of 2	22)			
Anticipated Barrier Strategy Position Responsible for Monitoring Strategy Position Responsible for Monitoring Strategy Evaluation To Strategy Data Chats FCAT 2.0 Student work LD. Student work LD. Student work LD. Student iournals Principal Principal Principal Principal Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in not of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: Due to our unique student population, this section is not applicable to our school. Problem-Solving Process to Increase Student Achievement Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Evaluation To Strategy		F	roblem-Solv	ring Process t	o Increase Studer	nt Achievement			
strategy and skill instruction into the curriculum using high interest, diverse text that is relevant to all students. 2 Sacrama		Anticipated Barrier	Str	ategy	Position Responsible for	Determine Effectiveness of	Evaluation Tool		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in no fimprovement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: 2012 Current Level of Performance: Due to our unique student population, this section is not applicable to our school. 2013 Expected Level of Performance: 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 To	1	strategy and skill instruction into the curriculum using high interest, diverse text that is relevant to all	professional development Implement Program in	it. the I.D.	Assistant Principal	Classroom Walk-throughs	FCAT 2.0 Student work I.D. Student		
of improvement for the following subgroup: 5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C: 2012 Current Level of Performance: N/A Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Protected Level of Process Used to Determine Effectiveness of Strategy Evaluation To Strategy	2								
Satisfactory progress in reading. Reading Goal #5C: Due to our unique student population, this section is not applicable to our school. 2012 Current Level of Performance: N/A Problem-Solving Process to Increase Student Achievement Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy Evaluation To Strategy				nt data, and re	eference to "Guiding	g Questions", identify and	define areas in need		
N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Determine Responsible for Monitoring Strategy Evaluation To	satisi	factory progress in reac		making			is section is not		
Problem-Solving Process to Increase Student Achievement Person or Process Used to Determine Responsible for Monitoring Strategy Evaluation To	2012	Current Level of Perfor	mance:		2013 Expected	2013 Expected Level of Performance:			
Anticipated Barrier Strategy Person or Process Used to Determine Effectiveness of Monitoring Evaluation To	N/A				N/A				
Anticipated Barrier Strategy Position Responsible for Monitoring Strategy Evaluation To		F	roblem-Solv	ing Process t	o Increase Studer	nt Achievement			
1 N/A N/A N/A N/A N/A		Anticipated Barrier	Str	ategy	Position Responsible for	Determine Effectiveness of	Evaluation Tool		
	1	N/A	N/A		N/A	N/A	N/A		
		on the analysis of stude provement for the following		ni data, and re	eierence to "Guiding	Questions", identify and	uerine areas in ne		

Students with Disabilities making adequate yearly progress (AYP) in reading will increase by 30% (10 out of 25)

5D. Students with Disabilities (SWD) not making

satisfactory progress in reading.

Reading Goal #5D:

2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:		
1% (1 out of 25)			10% (8 out of 2	10% (8 out of 25)		
	Problem-Solving Process to I			nt Achievement		
Anticipated Barrier Strategy R		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	

	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need
satisf	conomically Disadvantaç actory progress in readi ng Goal #5E:	ged students not making ng.	To increase the students makin	number of economically d g AYP by 11% (5 out of 16 AYP Reading Assessment	
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:	
19% ((3 out of 16)		30% (5 out of 1	6)	
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
strategy and skill district staff development instruction into the curriculum using high district staff development on implementing the I.D. As			Literacy Coach Assistant Principal Principal	Data Chats Classroom Walk-throughs Teacher lesson plans	BAT 1 & 2 FCAT 2.0 Student work I.D. Student journals
2	N/A	N/A	N/A	N/A	N/A

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
	All grades and subjects	Literacy Coach District PD Team Leaders	School-wide	Webinars District Professional Development Early Release	Classroom Walk-	Literacy Coach Assistant Principal
	All grade levels and subjects	Literacy Coach District PD Team Leaders	School-wide	District Professional Development Webinars Monthly staff development	Lesson Plans Classroom Walk- throughs	Assistant Principal Team Leaders Literacy Coach

ESE Specialist Planning day Classroom Counselors Response to All grades and ESE Specialist School-wide Quarterly training as Observation Behavior subjects Intervention needed RTI Database Specialist Principal Principal

Reading Budget:

Evidence-based Progra	m(3)/ Matchal(3)		
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 Developme	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)). Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students. 1. Students scoring proficient in listening/speaking. Due to our unique student population, this section is not applicable to our school. CELLA Goal #1: 2012 Current Percent of Students Proficient in listening/speaking: N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

Stude	Students read in English at grade level text in a manner similar to non-ELL students.						
	2. Students scoring proficient in reading. Due to our unique student population, this section is not applicable to our school.						
2012	Current Percent of Stu	dents Proficient in read	ding:				
N/A							
	Prol	olem-Solving Process t	o Increase Stude	nt Achievement			
	Anticipated Barrier Strategy Person or Process Used to Determine Effectiveness of Monitoring Strategy Evaluation Too						
1	N/A	N/A	N/A	N/A	N/A		

Stude	Students write in English at grade level in a manner similar to non-ELL students.					
	3. Students scoring proficient in writing. Due to our unique student population, this section is not applicable to our school.					
2012	Current Percent of Stu	dents Proficient in writ	ting:			
N/A						
	Prol	olem-Solving Process	to Increase Stude	nt 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	

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 Developmen	t		
Strategy	Description of Resources	Funding Source	Available Amount

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. 30% of students will score a level 3 on the mathematics portion of the FCAT Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 12% (6 out of 50) 30% (15 out of 50) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Students have difficulty Student needs will be Classroom Teacher The assessments will be FCAT 2.0 maintaining the identified at the analyzed and used to BAT 1 & 2 mathematical concepts beginning of Assistant Principal guide instruction. GO MATH and skills as they year/inventory tests and Online matriculate to the next other assessments Team Leaders Classroom Walk-throughs assessments & level Chapter Tests Implementation of differentiated instruction in small groups using data from item analysis. Students are becoming Teachers will incorporate Classroom teacher Teacher-made Teacher-made interactive, hands-on disengaged due to the Assessments Assessments lack of hands-on activities into the lesson, Assistant Principal activities and scientific to keep students actively Student Projects Science Kits experiments. engaged. Principal Classroom Walk-throughs Student Projects Teachers will access Assistant Principal The assessments will be FCAT Teachers lack strategies to reinforce and Math lesson plans and analyzed and used to BAT 1 & 2 remediate skills that have computer based Principal guide instruction. GO MATH not been mastered. remediation, to aid in Online guiding instruction, Team Leaders Classroom walk-throughs assessments & Chapter Tests through BEEP.

	on the analysis of student provement for the following		efere	nce to "Guiding	Questions", identify and o	define areas in need
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:			ı,	Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:			2	2013 Expected Level of Performance:		
N/A			1	N/A		
	Pr	oblem-Solving Process t	to I n	crease Student	t Achievement	
	Anticipated Barrier	Strategy		Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	N/A	N/A	N/A	N/A	N/A		
	on the analysis of student provement for the following		eference to "Guidir	ng Questions", identify and	define areas in need		
Level	CAT 2.0: Students scorin 4 in mathematics. ematics Goal #2a:	g at or above Achievem		To increase the level 4 and 5 proficiency in math by 20% (3			
2012	Current Level of Perform	nance:	2013 Expecte	ed Level of Performance:			
0% (0	out of 12)		20% (3 out of	12)			
	Pr	oblem-Solving Process t	to Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Students scoring levels 4 & 5 are not challenged enough during math instruction.	Teachers will incorporate academic games, Smart Response and Khan Academy online resource to increase student engagement and provide enrichment activities.	Principal and Assistant Principa	Teacher observations Test score analysis	BAT 1 & 2 FCAT 2.0 Chapter Tests		
2	Students are lacking enrichment material and activities to maintain their level of proficiency.	Teachers will receive professional development in the area of Science Enrichment.	Science contact Assistant Principa Principal	Classroom Walk-through	BAT 1 & 2 Hands on Science kits		
	on the analysis of student provement for the following		eference to "Guidir	ng Questions", identify and	define areas in need		
Stude math	lorida Alternate Assessments scoring at or above ematics. ematics Goal #2b:			Due to our unique student population, this section is not applicable to our school.			
2012	Current Level of Perform	nance:	2013 Expecte	2013 Expected Level of Performance:			
N/A			N/A	N/A			

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.

Due to our unique student population, this section is not applicable to our school.

Mathematics Goal #3a:

2012 Current Level of Performance:			2013 Expected	Level of Performance:		
N/A				N/A		
Problem-Solving Process to I				ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	ı	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Students will be provided with Project Based learning lessons using technology.	Tea AP	m Leaders and	Classroom walk through and Data Chats	BATS 1 & 2
Based	on the analysis of student	t achievement data, and re	efere	ence to "Guiding	Questions", identify and d	efine areas in need

of improvement for the following group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in Due to our unique student population, this section is not applicable to our school. mathematics. Mathematics Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A N/A N/A N/A N/A N/A

	on the analysis of student provement for the following		d refer	rence to "Guiding	Questions", identify and	define areas in need
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:			Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:				2013 Expected Level of Performance:		
N/A				N/A		
	Pr	oblem-Solving Proces	s to I	ncrease Student	t Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	often lad	s in this subgrou ck in real life solving skills.		life problems to		inistration	Classroom walk through	Monthly Data Chats
Based	d on Amb	itious but Achiev	able Annual	Measurable Ob	jectiv	es (AMOs), AM	O-2, Reading and Math P	erformance Target
Meası	urable Ob ol will red	but Achievable A ojectives (AMOs) uce their achieve	In six year	In 2011-	12 89 is to	reduce the	oal# s were proficient in achievement gap by 50	
1	line data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	5 2015-2016	2016-2017
		8% 2	5%	33%		40%	48%	
		analysis of stude at for the followin			eferer	nce to "Guiding	Questions", identify and	define areas in need
Hispa satis	anic, Asia factory p	ubgroups by et an, American I r progress in mat Goal #5B:	ndian) not n			Due to our uniq pplicable to ou	ue student population, th r school.	is section is not
2012	Current	Level of Perfor	mance:		2	2013 Expected	Level of Performance:	
N/A					Ν	I/A		
		F	roblem-Sol	ving Process	to I no	crease Studer	nt Achievement	
	Antic	ipated Barrier	St	rategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A		N/A		N/A		N/A	N/A
		analysis of stude at for the followir			eferer	nce to "Guiding	Questions", identify and	define areas in need
satis	factory p	anguage Learne progress in mat Goal #5C:		t making		Due to our uniq applicable to ou	ue student population, th r school.	is section is not
2012	Current	Level of Perfor	mance:		2	2013 Expected	Level of Performance:	
N/A	N/A N/A							
		F	roblem-Sol	ving Process	toInd	crease Studer	nt Achievement	
	Antic	ipated Barrier	St	rategy	Res	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A		N/A		N/A		N/A	N/A

	on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and	define areas in need	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:			Due to our uniq applicable to ou	lue student population, thi ir school.	s section is not	
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:		
N/A			N/A	N/A		
	Pr	oblem-Solving Process	to Increase Studer	nt 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. Due to our unique student population, this section is not applicable to our school. Mathematics Goal #5E: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Strategy Monitoring Providing intervention to School-wide and district Team Leaders Data Chats BAT 1 & 2 students using real life staff FCAT 2.0 situations that promote development/webinars on Principal Classroom Walk-throughs teacher made critical thinking skills and incorporating problemassessments Assistant Principal Grade level PLC's the problem-solving solving techniques and process. critical thinking skills in real world tasks. Professional Learning communities to share Best practices.

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

mathematics. Mathematics Goal #1a:				30% of students will score a level 3 on the mathematics portion of the FCAT		
2012	Current Level of Perform	mance:	2013 Expecte	2013 Expected Level of Performance:		
12% (6 out of 50)			30% (15 out o	30% (15 out of 50)		
Problem-Solving Process to I			to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students have difficulty maintaining the mathematical concepts and skills as they matriculate to the next level.	Student needs will be identified at the beginning of year/inventory tests and other assessments Implementation of differentiated instruction in small groups using data from item analysis.	Classroom Teacher Assistant Principal Team Leaders	analyzed and used to	FCAT 2.0 BAT 1 & 2 GO MATH Online assessments & Chapter Tests	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Due to our unique student population, this section is not applicable to our school. Mathematics Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.

Mathematics Goal #2a:

Due to our unique student population, this section is not applicable to our school.

2012 Current Level of Performance:

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	& 5 are not challenged enough during math instruction.	Teachers will incorporate academic games, Smart Response and Khan Academy online resource to increase student engagement and provide enrichment activities.			BAT 1 & 2 FCAT 2.0 Chapter Tests

	d on the analysis of studer provement for the following	nt achievement data, and r g group:	efer	ence to "Guiding	Questions", identify and	define areas in need
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:				Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:				2013 Expected	d Level of Performance:	
N/A				N/A		
	Pi	roblem-Solving Process	to I	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A	N/A	N/A	4	N/A	N/A
	d on the analysis of studer provement for the following	nt achievement data, and r g group:	efer	ence to "Guiding	Questions", identify and	define areas in need
	CAT 2.0: Percentage of s in mathematics.	students making learning	g			

of imp	of improvement for the following group:					
	3a. FCAT 2.0: Percentage of students making learning gains in mathematics.					
Math	Mathematics Goal #3a:					
2012 Current Level of Performance:			2013 Expected	d Level of Performance:		
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement		
Anticipated Barrier Strategy R			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Teachers of level 2 and 3 Students will be provided Teachers of level 2 and 3 Students will be provided AP instruction that accelerate learning and maintain proficiency.			Classroom walk through and Data Chats	BATS 1 & 2	

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

3b. Florida Alternate Assessment:

				Due to our unique student population, this section is not applicable to our school.			
Math	Mathematics Goal #3b:						
2012	Current Level of Perform	nance:	2013 Expected	d Level of Performance:			
N/A			N/A	N/A			
Problem-Solving Process to I			o Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Position Determine Evaluation To			
1 N/A N/A N/A			N/A	N/A	N/A		
	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Due to our unique student population, this section is not applicable to our school. Mathematics Goal #4: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Students in this subgroup Students will be given Administration Classroom walk through Monthly Data Chats often lack in real life more real life problems to problem solving skills. solve by the math teacher.

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 # In 2011-12 8% of students were proficient in Math. Our AMO is to reduce the achievement gap by 50% over the next six years. 5A:							
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
	8%	25%	33%	40%	48%					

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.

2012 (012 Current Level of Performance:				2013 Expected Level of Performance:				
		Pr	oblem-Solving Proces	s to I	ncrease St	uder	nt Achievement		
Antici	Positi		sponsible E		Process Used to Determine Iffectiveness of Strategy		Evaluation Tool		
					Submitted				
	on the analysis of s		t achievement data, and	refer	ence to "Gu	ıiding	Questions", identify	and c	lefine areas in ne
5C. En		arner	rs (ELL) not making						
Mathe	ematics Goal #5C:								
2012 Current Level of Performance:					2013 Expected Level of Performance:				
		Pr	oblem-Solving Proces	s to I	ncrease St	uder	nt Achievement		
Antici	pated Barrier	Strat	egy	Posit Resp for	on or ion onsible toring	Strategy		Eval	uation Tool
					Submitted			•	
3ased	on the analysis of s	tuden	t achievement data, and	refer	ence to "Gu	ıiding	Questions", identify	and c	lefine areas in ne
5D. St satisfa		ilities	(SWD) not making		Due to our applicable		ue student population ir school.	n, this	s section is not
2012 (Current Level of Pe	erforn	nance:		2013 Expected Level of Performance:				
N/A					N/A				
		Pr	oblem-Solving Proces	s to I	ncrease St	uder	nt Achievement		
	Anticipated Barı	rier	Strategy	R	Person or Position esponsible	for	Process Used to Determine Effectiveness o		Evaluation Too
				- 1	Monitorin	y	Strategy		

Mathematics Goal #5B:

	on the analysis of student provement for the following		eference to "Guiding	g Questions", identify and c	define areas in need
satis	conomically Disadvantag factory progress in math ematics Goal #5E:	,			
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:	
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students using real life situations that promote	School-wide and district staff development/webinars on incorporating problemsolving techniques and critical thinking skills in real world tasks. Professional Learning communities to share Best practices.	Team Leaders Principal Assistant Principal	Data Chats Classroom Walk-throughs Grade level PLC's	BAT 1 & 2 FCAT 2.0 teacher made assessments

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Due to our unique student population, this section is not applicable to our school. Mathematics Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

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

			Due to our uni	Due to our unique student population, this section is not applicable to our school.			
2012	2012 Current Level of Performance:			2013 Expected Level of Performance:			
N/A	N/A			N/A			
	Prol	blem-Solving Process to	o Increase Stude	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	N/A	N/A	N/A	N/A	N/A		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Due to our unique student population, this section is not applicable to our school. Mathematics Goal #3: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

Algebra End-of-Course (EOC) Goals

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

1. Students scoring at Achievement Level 3 in Algebra.

Algebra Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

25% (3 out of 12)

Problem-Solving Process to Increase Student Achievement

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

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students are missing some essential	group instruction to	·		Quarterly Data Chats with
	Mathematical skills due to lack of consistent	assess and modify curriculum to bridge the	Assistant Principal	Monthly data chats	students
1	attendance and student engagement.	gaps in mathematical knowledge.	Team Leader		Chapter/Skill Tests
					End of Course
		Teachers will use			Exam
		academic math games to			
		keep students engaged.			

Based on the of improvement			ent data, and	d refer	ence to "Gu	uiding Ques	tions", identify	and	define areas in need
2. Students s	scoring at or	above Achieve	ement Level	s 4					
and 5 in Alge	_								
Algebra Goal	#2:								
2012 Current	t Level of Pe	rformance:			2013 Exp	ected Leve	el of Performa	nce:	
		Problem-Sol	lving Proces	ss to I	ncrease St	udent Acr	nievement		
Anticipated I	Anticipated Barrier Strategy Re			for		Process l Determin Effective Strategy	е	Eva	luation Tool
			No	Data S	Submitted				
Based on Amb	oitious but Ac	hievable Annual	Measurable (Object	ives (AMOs), AMO-2,	Reading and Ma	ath Pe	erformance Target
	bjectives (AN	ole Annual lOs). In six year nievement gap	Algebra Goa	l #					<u></u>
Baseline data 2010-2011	2011-2012	2012-2013	2013-2	014	2014	1-2015	2015-2016	ó	2016-2017
		udent achievem: owing subgroup:		d refer	ence to "Gu	uiding Ques	stions", identify	and	define areas in need
	an, America progress in	y ethnicity (Wh n I ndian) not n Algebra.							
2012 Current	t Level of Pe	rformance:			2013 Exp	ected Leve	el of Performa	nce:	

Problem-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									

of improvement for the following	lowing subgroup:	a reier	ence to Gt	duling Questions , identity	and define areas in fleed	
BC. English Language Le satisfactory progress in	earners (ELL) not making Algebra.					
Algebra Goal #3C:						
2012 Current Level of P	erformance:		2013 Ехр	ected Level of Performa	nce:	
	Problem-Solving Proces	s to I	ncrease St	udent Achievement		
for				Process Used to Determine Effectiveness of Strategy Evaluation Tool		
	No	Data S	Submitted			
Based on the analysis of soft improvement for the following the followin	tudent achievement data, and lowing subgroup:	d refer	ence to "Gu	uiding Questions", identify	and define areas in need	
BD. Students with Disab satisfactory progress in	ilities (SWD) not making Algebra.					
Algebra Goal #3D:						
2012 Current Level of P	erformance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	s to L	ncrease St	udent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data S	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:

satis	factory progress in Algeb	ora.			
Algeb	Algebra Goal #3E:				
2012	Current Level of Perforn	nance:	2013 Expected	Level of Performance:	
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students using real life situations that promote	School-wide and district staff development/webinars on incorporating problemsolving techniques and critical thinking skills in real world tasks. Professional Learning communities to share Best practices.	Team Leaders Principal Assistant Principal	Data Chats Classroom Walk-throughs Grade level PLC's	BAT 1 & 2 FCAT 2.0 teacher made assessments

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. To increase the level 3 proficiency in math by 10% (3 out of 12). Geometry Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% (0 out of 12) 25% (3 out of 12) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Students are missing Teachers will use small Principal Classroom Walk-Quarterly Data Chats with some essential group instruction to throughs Mathematical skills due assess and modify Assistant Principal students to lack of consistent curriculum to bridge the Monthly data chats Team Leader Chapter/Skill attendance and gaps in mathematical student engagement. knowledge. Tests Teachers will use End of Course academic math games Exam to keep students engaged.

in need of improvement	for the follo	owing group:					
2. Students scoring at 4 and 5 in Geometry.	or above	Achievement Le	vels				
Geometry Goal #2:							
2012 Current Level of	Performar —	nce:		2013 Exp	ected	Level of Perform	nance:
	Problem	n-Solving Process	s to I	ncrease S	tudent	: Achievement	
Anticipated Barrier	Strategy		Posit Resp for	on or tion ponsible itoring	Deter	iveness of	Evaluation Tool
		No	Data :	Submitted			
Based on Ambitious but Target	Achievable	: Annual Measurat	ole Ob	jectives (Al	MOs), <i>i</i>	AMO-2, Reading a	and Math Performance
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%. Geometry Goal #							<u>~</u>
Baseline data 2011-2012 201	12-2013	2013-2014		2014-201	15	2015-2016	2016-2017
Based on the analysis of in need of improvement			and r	eference to) "Guid	ing Questions", id	entify and define areas
3B. Student subgroups Hispanic, Asian, Ameri satisfactory progress Geometry Goal #3B:	ican India	n) not making	·k,				
2012 Current Level of	Performai	nce:		2013 Expected Level of Performance:			
	Problem	n-Solving Process	s to I	ncrease S ⁻	tudent	Achievement	
Anticipated Barrier	Strategy		Posit Resp for	on or tion ponsible itoring	Deter	iveness of	Evaluation Tool
	1	No		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 satisfactory progress	Learners (ELL) not makin in Geometry.	ng					
Geometry Goal #3C:							
2012 Current Level of	Performance:		2013 Exp	ected L	Level of Perfo	rmanc	e:
	Problem-Solving Proces	ss to I	ncrease S	tudent	Achievement		
Anticipated Barrier	Strategy	Posi ^a Resp for	on or tion oonsible itoring	Deterr	veness of	Eva	iluation Tool
	No	'	Submitted				
	of student achievement data for the following subgroup:	, and r	reference to	g "Guidi	ng Questions",	identif	fy and define area
3D. Students with Dis satisfactory progress	abilities (SWD) not makino in Geometry.	g					
Geometry Goal #3D:							
2012 Current Level of	Performance:		2013 Exp	ected L	evel of Perfo	rmanc	e:
	Problem-Solving Proces	ss to I	ncrease S	tudent	Achievement		
Anticipated Barrier	Strategy	Posi ^a Resp for	on or tion ponsible itoring	Deterr	veness of	Eva	iluation Tool
	No	o Data	Submitted	!		'	
	of student achievement data for the following subgroup:	, and r	eference to	o "Guidi	ng Questions",	identii	fy and define area
	ndvantaged students not progress in Geometry.						
Geometry Goal #3E:							
2012 Current Level of Performance:			2013 Expected Level of Performance:				
	Problem-Solving Proces	ss to I	ncrease S	tudent	Achievement	:	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	life situations that promote critical thinking skills and the problem- solving process.	on incorporating	Principal Assistant Principal	Data Chats Classroom Walk- throughs Grade level PLC's	BAT 1 & 2 FCAT 2.0 teacher made assessments

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		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
Common Core	All drades	Math Teachers Literacy Coach		Early Release Planning Days Team Meetings	Teacher lesson plans Classroom Walk- throughs	Math Teachers Assistant Principal Principal
Online Mathematical resources for remediation and enrichment	All grades	Math Teacher Literacy Coach Technology Specialist	Math teachers Grades 1-12	Early Release Planning Days Team Meetings	Sharing of Best Practices and Classroom Walk- throughs	Math Teachers Assistant Principal Principal

Mathematics Budget:

Evidence based Brogra	um(c)/Matarial(c)		
Evidence-based Progra 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 Developm	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

Elementary and Middle School Science Goals

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

	d on the analysis of stud in need of improvement			Guiding Questions", ide	ntify and define	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:				Due to our unique student population, this section is not applicable to our school.		
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performan	ce:	
N/A			N/A	N/A		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students are becoming disengaged due to the lack of hands-on activities and scientific experiments.	incorporate interactive, hands-on	Classroom teacher Assistant Principal Principal	Teacher-made Assessments Student Projects Classroom Walk- throughs	Teacher-made Assessments Science Kits Student Projects	
2	N/A	N/A	N/A	N/A	N/A	

	d on the analysis of stud in need of improvemen			Guiding Questions", ide	ntify and define	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:			Duc to our un	Due to our unique student population, this section is not applicable to our school.		
2012 Current Level of Performance:			2013 Expecte	ed Level of Performan	ce:	
N/A	N/A			N/A		
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	N/A	N/A	N/A	N/A	N/A	
2	N/A	N/A	N/A	N/A	N/A	

Based on the analysis of student achievement data, and	reference to "Guiding Questions", identify and define
areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above	

Achievement Level 4 in science.

Due to our unique student population, this section is

Scier	Science Goal #2a:			to our school.		
2012	2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A	N/A			N/A		
	Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students are lacking enrichment material and activities to maintain their level of proficiency.	Teachers will receive professional development in the area of Science Enrichment.	Science contact Assistant Principal Principal	Classroom Walk- through	BAT 1 & 2 Hands on Science kits	

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 Due to our unique student population, this section is in science. not applicable to our school. Science Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

Florida Alternate Assessment High School Science Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:	Due to our unique student population, this section is not applicable to our school.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Due to our unique student population, this section is not applicable to our school. Science Goal #2: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy N/A N/A N/A N/A N/A

Biology End-of-Course (EOC) Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in Biology. Due to our unique student population, this section is not applicable to our school. Biology Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Underdeveloped Teachers will use Monitoring teachers' Team Leader Teacher-made processing skills that technology and use of technology and Assessments prevent students in meaningful Assistant science the transfer and projects/activities to Principal projects/activities/labs Projects link science skills to application of science concepts. the real world: Principal Concept and Skill EOC Exam

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

1	-use of computer carts for virtual labs/projects	based Assessments	
	-performing hands-on lab investigations		
	-assigning and monitoring science projects		

9	of student achievement data rement for the following gro		reference	to "Guiding Questions"	, identify and define
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.					
Biology Goal #2:					
2012 Current Level of Performance:			2013 Exp	pected Level of Perform	mance:
	Problem-Solving Proces	s to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible toring	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
Common Core Requirements	All grade level Science teachers		All grade level Science teachers	Planning Days	Teacher Jesson	Principal Assistant Principal

Science Budget:

Evidence-based Progr	am(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 Developr	ment		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.

Writing Goal #1a:

To increase the percentage of students achieving proficiency in writing by 10% (6 out 7)

2012 Current Level of Performance:

2013 Expected Level of Performance:

81% (6 out 7)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The student's understanding of figurative language and writing process.	All students in grades 3-10 will be engaged in figurative language and will receive additional instruction on the writing process.	Teachers and AP	On-going progress monitoring	Quarterly Teacher- directed timed writing assessments/monthly writing prompts
2	Weak logical organizational pattern with supporting details	Teachers will acquire the instructional skill/strategy to teach the writing process and its attributes. Students will utilize the all phases of the writing process to create substantial, specific, and relevant details in various writing situations.	Classroom Teachers, Assistant Principal, and Principal	Comprehensive Standard- based Writing Instruction Six Traits Writing Across the Curriculum Critical Reading-Writing Connection Integrated vocabulary, grammar, conventional usage/mechanics Administrator/teacherdata chats and teacher/student data chats	Benchmark Assessment Tests in September and November 2012 Quarterly Teacher- directed timed writing assessments/monthly writing prompts
	Inadequate use of aurgumentative techniques	Teachers will acquire the instructional skill/strategy to teach the students argumentative writing	Assistant	Comprehensive Standard- based Writing Instruction Six Traits Writing Across the	Benchmark Assessment Tests in September and November 2012

3	wi va ar te er hy au er rh ire gl	echniques. Students rill create writing arious samples using rgumentative echniques (e.g., , motional appeal, yperbole, appeal to uthority, celebrity ndorsement, netorical question, ony, symbols, littering generalities, ard stacking)		Critical Reading-Writing Connection Integrated vocabulary,	Quarterly Teacher- directed timed writing assessments/monthly writing prompts
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:			Due to our uni	Due to our unique student population, this section is not applicable to our school.			
2012	Current Level of Perfo	rmance:	2013 Expecte	2013 Expected Level of Performance:			
N/A			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		

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
Language Arts PLC	4th, 8th and 10th grade English	English Teacher		Team Meetings Early Release Planning Days	Teacher lesson	Assistant Principal Principal

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1. Students scoring at Achievement Level 3 in Civics. N/A Civics Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Effectiveness of Responsible for Monitoring Strategy Underdeveloped Teachers will use Team Leader Monitoring teachers' Teacher-made processing skills that technology and use of technology and Assessments prevent students in the meaningful Assistant Principal science transfer and application projects/activities to projects/activities/labs Projects link science skills to the Principal of science concepts. Concept and Skill based EOC Exam real world: Assessments -use of computer carts for virtual labs/projects -performing hands-on lab investigations assigning and monitoring science projects

Based on the analysis of student achievement data, and r in need of improvement for the following group:	eference to "Guiding Questions", identify and define areas
2. Students scoring at or above Achievement Levels4 and 5 in Civics.Civics Goal #2:	N/A

2012 Current Level of Performance:		2013 Expected Level of Performance:			
N/A		N/A			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Positi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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:

			ما ما ما المدينة
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 Developm	nent		
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

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

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

	d on the analysis of stude ed of improvement for th	ent achievement data, ar e following group:	nd reference to "Gu	uiding Questions", identif	y and define areas	
Histo	_	evement Level 3 in U.S	N/A			
2012	? Current Level of Perfo	ormance:	2013 Expecte	2013 Expected Level of Performance:		
N/A			N/A	N/A		
	Pro	blem-Solving Process	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of teacher knowledge of content covered by the new EOC requirement	Training, Close Reading strategies in content are classes such as rereading, text coding, and directed note- taking.	Assistant Principa	Classroom Walk- throughs EOC Results	Teacher-made assessments Civics EOC	
	d on the analysis of studeed of improvement for th	ent achievement data, ar e following group:	nd reference to "Gu	uiding Questions", identif	y and define areas	
4 and	udents scoring at or ald 5 in U.S. History. History Goal #2:	oove Achievement Leve	els			
2012	2012 Current Level of Performance:			ed Level of Performanc	e:	
	Pro	blem-Solving Process	to Increase Stude	ent Achievement		

Process Used to

Effectiveness of Strategy Evaluation Tool

Determine

Person or

Responsible

Monitoring

No Data Submitted

Position

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.

Anticipated Barrier

Strategy

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

U.S. History Budget:

Evidence-based Progra	am(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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		-	Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			
1. Attendance			
Attendance Goal #1:	To increase the attendance rate by 10%.		
2012 Current Attendance Rate:	2013 Expected Attendance Rate:		
The current attendance rate for the 2011-12 school year was 68%.	To increase the attendance rate for the 2012-13 school year to 78%		
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)		
162 students	146 students		
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)		

0			0		
	Pro	blem-Solving Process t	o Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	School lacks school to home communication.	Social Worker/ Family Counselor will conduct home-visit and make the proper referral for services.	Family Counselor		Response to Intervention Team
2	School needs an effective approach to deter student from substance abuse.	Students will be referred to substance abuse counseling and a referral will be made to the family counselor.	Family Counselor	Worker/Family	Response to Intervention Team

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 Progra	am(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 Developm	nent		
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

End of Attendance Goal(s)

counseling.

Grand Total: \$0.00

Suspension Goal(s)

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

Base	ed on the analysis of susp	ension data, and referen	nce :	to "Guiding Que	stions", identify and defi	ne areas in need	
of im	nprovement:			<u> </u>			
1. St	uspension			To decrease our suspension rate by 20% in 2011-2012			
Suspension Goal #1:			school year.	,			
2012	2 Total Number of In-Sc	chool Suspensions		2013 Expecte	d Number of In-School	Suspensions	
353				282	282		
2012	2 Total Number of Stude	ents Suspended In-Sch	ool	2013 Expecte School	d Number of Students	Suspended In-	
68				54			
2012	2 Number of Out-of-Sch	ool Suspensions		2013 Expected Number of Out-of-School Suspensions			
160			128				
2012 Scho	2 Total Number of Stude pol	ents Suspended Out-of	-	2013 Expected Number of Students Suspended Out- of-School			
61				49			
	Pro	blem-Solving Process t	to I	ncrease Stude	nt Achievement		
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students following discipline plan School has difficulty motivating and encouraging students to stay in school.	To have daily conflict mediation on school rules and procedures Students will be referred to substance abuse counseling and a referral will be made to the family counselor. Response to Intervention Team.	Sp Co	havior	DMS The Response to Intervention Team will develop and monitor the progress of the student's participation in substance abuse counseling.	TERMS & SMS School Management System database The Response to Intervention Team will develop and monitor the progress of the student's participation in substance abuse	

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

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

Suspension Budget:

Evidence-based Progra	am(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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	^		Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention					
Dropout Prevention Goal #1:	To decrease our dropout rate to zero for the 2012-2013				
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.	school year.				
2012 Current Dropout Rate:	2013 Expected Dropout Rate:				

2% (2	2% (2 out of 86)			1% (1 out of 86)			
2012	2012 Current Graduation Rate:			2013 Expected Graduation Rate:			
N/A	N/A			N/A			
	Prob	olem-Solving Process t	o I r	ncrease Stude	nt Achievement		
	Anticipated Barrier	Strategy	l	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students need positive interaction with adult figures.	Principal will implements a school-wide mentoring program. Faculty volunteers will be trained by on-site Family Counselor and participate in weekly team meetings reviewing students' behavior infractions and sharing in effective behavioral strategies. Students who participate in the Mentoring Program will be given incentives for their participation.			Mentors will be responsible for monitoring students' grades and behavior. Mentors will work directly with the Behavior Specialist using the Discipline Management System to identify behavioral infractions by students they are mentoring.	Terms Pinnacle (Grades) Basis/Virtual Counselor RTI	
2	School needs a more effective substance abuse program to deter students from wanting to use drugs and alcohol.	Students will be referred to substance abuse counseling and a referral will be made to the family counselor.	Ros		The Family Counselor conducts counseling and monitors the students' participation in substance abuse counseling.	Response to Intervention Team (RTI)	
3	Attendance interferes with academic progress	Refer students to RtI and develop an attendance contract for individual students. Create an incentive program for improving attendance		istant Principal	on a weekly basis.	Attendance Records, attendance logs, attendance contracts and incentive program. Pinnacle (Attendance)	

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
		Ν	No Data Submitted	d		

Dropout Prevention Budget:

Evidence-based Progra	am(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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

1	d on the analysis of pare ed of improvement:	nt involvement data, an	d re	ference to "Guid	ding Questions", identify	and define areas
1. Pa	arent Involvement					
			In 2011, 10% of parents participated in decisions regarding their children's educational documentation evidenced by attendance at parent meetings/conferences			
2012 Current Level of Parent Involvement:				2013 Expected Level of Parent Involvement:		
10%		20%				
	Pro	blem-Solving Process	to I	ncrease Stude	ent Achievement	
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parents are not fully aware of materials available to them to support their student's academic progress.	Invite parents to a Parent Night (Fall & Spring). Periodic parent information sessions through Parent Link. Parent conferences. Quarterly Principal's Memo (Parent Link,	Те	achers	Sign-in sheets	Teacher & parent Surveys

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
Staff Development for teachers in dealing with parents and guardians of "high risk" students.	3	District Resource Administration Councelors	School-wide	Faculty Meetings Planning Days	Parent Conference participation Parent contact records	Administration Counselors

Parent Involvement Budget:

Evidence-based Progra	am(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 Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	•		Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify a	nd define areas in need of improvement:
1. STEM	By May 2013, at least 70% (42) of students in all subgroups will actively participate in integrated math, science, and technology curriculum for the purpose of
STEM Goal #1:	pursuing careers.
Problem-Solving Pr	ocess to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of background knowledge	Expose students to STEM related fields through everyday instruction and current events, teacher created science projects, labs and hands-on activities.		Rubrics, labs, inquiry and project reports, checkpoint review activities and teacher lesson plans	Lab reports Class projects
2	Inadequate problem solving skills	Teachers will embed instruction in relevant contexts and demonstrate problem solving techniques.	Science Teachers	Problem based learning Utilizing project based learning	Class projects Teacher created assessments Classroom Walk- throughs
3	Lack of understanding of mathematical terminologies	Teachers will infuse vocabulary strategies during mathematics instruction to enhance comprehension.	Math Teachers Science Teachers	Problem base learning Utilizing project based learning	Class projects Teacher created assessments Classroom Walk- throughs

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
STEM Process and Practices	All grade levels Math, Science and Technology	Math Teachers Science Teachers Technology Specialist	Math Teachers Science Teachers Vocational Teachers	Meekly team	Classroom Walk- throughs Student Projects	Assistant

STEM Budget:

Evidence-based Progra	am(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 Developm	nent		
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

Career and Technical Education (CTE) Goal(s)

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

Base	d on the analysis of scho	ol data, identify and defi	ne areas in need of	improvement:		
1. CT	TE Goal #1:			By May 2013, implementation of technology-based curriculum initiatives will increase by 50%		
	Pro	blem-Solving Process	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Lack of financial support from the district.	Title 1 funding and community partnerships.	Principal Assistant Principal Leadership Team Technology Specialist	Monitor impact technology is having on student engagement through classroom Walk-throughs and academic achievement	Observation	
2	Lack of technology training available through the district.	Assembling a technology committee Technology Tuesday Staff Development school-wide	Technology Specialist Principal	Classroom Walk- throughs to monitor -Use of iPads for current events and research -Computers for online textbooks	Observation	

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)	FOLIOW-	Person or Position Responsible for Monitoring
Technology Tuesdays Staff Development	All grade levels and subjects	Technology Specialist	School-wide	Bi-weekly Staff Development	Classroom Walk- throughs to monitor -Use of iPads for current events and research -Computers for online textbooks	Technology Specialist Assistant Principal Principal

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

Based on the analysis of in need of improvement	f student achievement data, for the following group:	and i	reference t	o "Guiding Questions", ic	dentify and define areas
1. N/A Goal N/A Goal #1:			N/A		
2012 Current level:			2013 Expected level:		
N/A			N/A		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Posi pated Barrier Strategy Res for		on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	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						

Budget:

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

End of N/A Goal(s)

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance



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 10/19/2012)

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

The School Advisory Council meets monthly and is composed of the principal, teachers, educational support personnel, parents, students, local business representatives, and community members. The primary objectives of the SAC are to help identify school needs and recommend a plan of action. SAC responsibilities include:

- facilitating the development of the School Improvement Plan (SIP)
- monitoring the implementation of the $\ensuremath{\mathsf{SIP}}$
- evaluating the effectiveness of the SIP
- making recommendations as to the alignment of instructional staffing and instructional materials to support the SIP
- deciding how to best spend School Accountability Funds
- informing "stakeholders" about school-wide initiatives and procedures
- creating academic and behavioral goals for the 2013-2014 school year

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