## FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SARASOTA MILITARY ACADEMY

District Name: Sarasota

Principal: Mr. Daniel Kennedy

SAC Chair: Terri Lipman

Superintendent: Ms. Lori White

Date of School Board Approval:

Last Modified on: 10/19/2012



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	Daniel Kennedy	B.A., Business/ Education/ Economics, University of Kentucky M.A., Vocational Education University of Kentucky	10	23	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% 2004-2008 Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008- 2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.
		B.S. Middle School Education,			

Assis Principal	Christina Bowman	Murray State University M.A. Middle School Education, Murray State University M.A. Educational Leadership, Murray State University	4	6	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% 1997-2007 Murray Middle School (Murray, KY) grades 4-8 ranked in the top ten school districts (176) every year in the Kentucky Core Content Test.
Assis Principal	Jodi Kopacz	B.A. English Literature West Chester University M. Ed, Multicultural Education Eastern College Ed. S., Educational Leadership Nova Southeastern University EdD,, Educational Leadership Argosy University	7	4	2011-2012 School Grade A 2010-2011 School Grade A 2009-2010 School Grade A 2009-2010 AYP 100% Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met

#### 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)
Literacy	Pamela Donehew	A.A., Honors Philosophy B.A., English and Psychology M.A., Education, Monmouth University M.S., Reading Specialist, Monmouth University	6	6	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% Total Reading Proficiency for total school population increased from 41% in the 2006-2007 school year to 58% in the 2007- 2008 school year. Increases were noted in all subpopulations as well. Reading Learning Gains also increased from 49% in the 2007 school year to 61% in the 2008 school year. All subpopulations increased in the 2008 school year except for the Hispanic population, although this population increased by 1% in the 2009 school year. It is noted that all subpopulations made gains in the 2009 school year except for the low socioeconomic subpopulation.

#### 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	Provide research-based professional development opportunities to all faculty and staff.	Development	On-going for school-year 2012-2013	
2	Partnering new teachers (SMA) with veteran (SMA) teachers	Development	On-going for school-year 2012-2013	

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
	Professional Development will be offered by SMA and/or the District Professional Development program related directly to faculty needs. Profession Development may include: KAGAN Strategies Differentiation of Instruction Literacy Initiatives in the
	Classroom Faculty members are participating in Continuing Education classes and programs. Faculty members also mentor one another, especially as it relates to content areas.

#### 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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
57	15.8%(9)	49.1%(28)	29.8%(17)	5.3%(3)	38.6%(22)	0.0%(0)	1.8%(1)	0.0%(0)	8.8%(5)

#### Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Vera McClaughery	Daniel Krupa	SCIP Trained	Weekly meetings to review and discuss progress in classroom with: Classroom Management Curriculum Instruction
Rebecca Schopfer	Daniel Goodman	Schopfer Outstanding Science instructor as well as the Department Chair.	

### ADDITIONAL REQUIREMENTS

Coordination and Integration

#### Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant Title I, Part D Title II Title III Title X- Homeless Supplemental Academic Instruction (SAI) Violence Prevention Programs Nutrition Programs Housing Programs Head Start Adult Education Career and Technical Education Job Training Other Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (Rtl) School-based MTSS/Rtl Team-

Identify the school-based MTSS leadership team.

BG Frank Laudano/Commondant of Cadets LTC Christina Bowman/Assistant Headmaster LTC Jodi Kopacz/Assistant Headmaster Captain Jennifer Catena/Behavior Specialist Major Barbara Coury/ESE Director Captain Marsha Horan/Counseling Department Major Pamela Donehew/Literacy Coach

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

The RtI (MTSSS) Leadership Team meets twice a month. Process and procedures have been established by the Sarasota School District and have been adopted by SMA. Student concerns are presented to the appropriate grade level administrator only after multiple attempts to provide a variety of interventions and a parent conference has been completed. At that time, the appropriate grade level administrator will begin collecting information about the student and contacting the appropriate support staff for information. The Leadership Team will then discuss the student and provide additional interventions. The teacher is expected to utilize and document the impact of the interventions. Results are then presented back to the Leadership Team for review. The RtI (MTSSS) Team works closely with the Administrative Team, the ESE Department, the Counseling Department, the PBS Team and all Department Chairs and the Behavior Specialist.

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 RtI (MTSSS) will employ a continuous improvement process to create the SIP as outlined in this document. Input will be collected from the grade level teams, content area teams, the SAC and the district teams composed of specialists in the areas of instructional need.

#### -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 school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR

Reading assessment and utilize the Florida Achieves Mathematics and Science assessments to summarize data for students at Tier 1, 2, and 3. Progress Monitoring Data/Assessments will be provided throughout the year as scheduled by the District Board Office. Data will also be collected and analyzed using student referral forms established in Tier 1. Progress monitoring data such as classroom assessments, FAIR, LEARN Benchmark Testing and FCAT will be used as well as discipline data using the RtIB Databse and classroom reports. Study Island will also be utilized. The RtI Team (MTSSS) and instructors will then document and record data regarding student progress, matching instruction and interventions to student needs.

Describe the plan to train staff on MTSS.

The process was reviewed at faculty orientation on August, 2012 and on-going throughout the year. A Professional Development will be offered at a later date as a specialist from the District Office has been requested.

#### Describe the plan to support MTSS.

MTSS will continue to be supported throughout the year utilizing professional development opportunities, review and discuss procedures with faculty and staff at monthly meetings and meet periodically with district personnel to ensure fidelity to the program following policies and procedures.

#### Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team—

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

The school-based Literacy Leadership Team is comprised of the RtI (MTSSS) Team and the SAC Committee.

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

The LLT will meet bi-monthly in conjunction with the RtI (MTSSS) Team. Literacy walk-through data will be analyzed and reviewed.

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

Major initiatives include Vocabulary (Word of the Week), Differentiation of Instruction within the Content Area, Independent Reading, Pre-Assessments, Interest Inventories and Identifying Textbook Levels that More Appropriately Meet Individual Student Needs.

Students are expected to have an independent reading book with them at all times and read when class work is completed. All content areas will complete a weekly writing assignment and will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes. Teachers are encouraged to use the FCAT Holistic method and scale for scoring.

We will promote the importance of Critical Thinking Skills in each classroom as well and employ questioning strategies that will help guide students to enhance clarity and better comprehension.

Reading by Numbers is a continued initiative for the 2012-2013 school-year. The reference and research section of the FCAT has traditionally been the most difficult section for students to improve upon or pass. Students need the ability to locate information, organize, synthesize and evaluate information from a variety of sources and interpret the information given within text, graph or picture. Teachers will be incorporating these skills into all content area classes.

Literacy walk-throughs will be utilized and data reviewed with the faculty.

#### 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.

#### \*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.

Every faculty member will focus on literacy within the classroom as indicated by each Individual Professional Development Plan. The Literacy Coach and Professional Development Coordinator meets with each department on a monthly basis, discussing instructional strategies which support research based reading strategies. This includes focusing on differentiation of instruction within particular content areas. Our teachers are increasingly faced with the challenge of teaching students with a large range of skill levels and need to know how to formulate lessons that encompass this range of needs. Training regarding teaching content area reading strategies has begun with continuation throughout the year. The Literacy Plan will also include the responsibility of all students to read at least 15 minutes of recreational material each day with documentation in a reading journal. The teachers are responsible to require students to have a book to read with them at all times and the designated Word of the Week is posted in the classroom, and discussed, weekly.

The Literacy Coach will meet monthly the Next Generation Content Area Reading teachers to review and discuss appropriate strategies for the classroom and individual students.

All teachers will participate in Reading By Numbers Professional Development and will implement the strategies within the classroom.

#### \*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?

• Our school offers students elective courses in art, business, technology, and foreign languages. Many of these courses focus on job skills and offer students internships. JROTC courses play an integral role as well.

• A daily focus of our school is posting the learning objective in every class so the students know "why are we learning this?" and how that instruction is relevant.

• Word of the Week is posted and discussed in every class and applied across content areas.

• The guidance/counseling department educates students and parents about the importance of developing job skills and

hands-on activities that enhance these skills through individualized meetings, which address course selection. Course selection includes elective courses in art, business and computer skills, criminal justice/law, equitation, driver's education, and sound engineering. Additionally, students learn about the Sarasota County Technical Institute, which focuses on technical careers while still in high school.

• Students participate in dual enrollment courses.

The guidance/counseling department coordinates the Community Service Program where students are encouraged to volunteer in organizations that align with students' interests and strengths as a way to obtain firsthand experience and job skills development in a safe environment. Students may earn 1/2 credit for 75 hours of service or 1 full credit for 150 hours of documented service and meet one of the requirements to qualify for Bright Futures Scholarships.

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?

• All students meet with their guidance counselors individually to address career planning based on interests and strengths, from freshmen through rising seniors. Each student is encouraged to identify an area of interest, which guides their course selection (students may change this area at any time throughout their education). The guidance department identifies high-achieving students, who may qualify for AP courses, and encourages them to take these rigorous courses during their individualized meetings with their counselors. The guidance department provides written and online resources concerning career choices, self-assessment tools, and colleges of interest. The department also coordinates visits from some colleges to SMA to present information on their programs, pairing students with colleges and universities that best meet their needs and interests.

• The JROTC curriculum (10th/11th grade) offers instruction on self-assessment tools and career choices based on individual strengths and interests. JROTC also coordinates the Teacher's Assistance program (Experiential Education) for senior students interested in exploring teaching careers. These students are paired with teachers who need assistance in classroom to assist in instruction planning and presentation while developing human and leadership skills.

• Advanced Placement International Diploma (APID) is offered at SMA as well.

Elective courses include art, business and computer skills, criminal justice/forensics and law, equitation, fencing, driver's education, media and sound engineering, critical thinking, creating writing, speech/debate, British literature, AP psychology, liberal arts math, informal geometry, AP physics, Spanish III/IV, French, American Sign Language III/IV, and Chinese III/IV.
A large variety of AP and Honors courses are provided as well.

#### 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</u> <u>Feedback Report</u>

The Guidance Department at Sarasota Military Academy (SMA) sets up individual meetings with all students and their parents yearly to discuss their postsecondary plans. During these meetings, information and assistance concerning the courses necessary for postsecondary education is addressed, including:

• ACT, SAT, and CPT, available scholarships, and colleges of interest are discussed.

• Honor classes for all qualifying students and AP (Advanced Placement) classes for qualifying juniors and seniors.

• SAT and ACT course preparation through SMA. Students may sign up through SMA's website. SMA is an ACT testing site this year (2012-2013). Students are encouraged to take SAT, ACT, and CPT. Qualifying students obtain assistance for vouchers, which waive (SAT / ACT) testing fees.

• Parents of juniors and seniors are invited to seminars in financial aid and in college resources, which are organized by SMA staff.

• SMA's website provides current information on careers, scholarships, and colleges.

• Instructing and empowering students and parents to become familiarized with and use the latest resources (Facts.org, CollegeBoard.com, March to Success, etc.) in searching for self-assessment tools, careers, colleges, and scholarships. Facts.org allows students and parents to monitor students' academic progress and to plan course selection.

• Students are counseled on the courses needed to qualify for Bright Futures, and encouraged to monitor their progress to ensure qualification throughout their four years.

• Colleges are invited to come to SMA to talk to students about their specific programs and scholarship opportunities. This information, along with other resources, is available to all students and their parents in the office.

• JROTC (LET II) will be offering a college preparation program targeting sophomores, who will be taking SAT and ACT as juniors.

• Math and English intensive classes are taught by certified ESE teachers allowing struggling students to obtain a credit in these areas, while getting assistance needed.

Advanced Placement International Diploma (APID)

## PART II: EXPECTED IMPROVEMENTS

# Reading Goals

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

	ed on the analysis of stude nprovement for the followir		reference to "Guidi	ng Questions", identify and	l define areas in need		
read	FCAT2.0: Students scorii ding. ding Goal #1a:	ng at Achievement Level	3 in percentage p than 70% are Levels 3,4,5) point increase currently dem 90% or more or demonstra overall profici	By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintair or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.			
201	2 Current Level of Perfor	mance:	2013 Expect	ed Level of Performance	:		
	el 3 - 28%(136) el 3,4,5 - 72%(358)		Level 3 - 32% Level 3,4,5 -				
	F	Problem-Solving Process	to Increase Stud	lent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports		
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Literacy Coach NGCAR PD	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data		

					Crosspointe/Progress Report Data
	Lack of high order	All content area teachers		Anayze FAIR Data	FAIR
	questions in lessons and assessments and differentiation of	will meet with the Literacy Coach regarding the use of higher order	Development Coordinator	Analyze Formative and Summative Assessment	LEARN
	instruction, and use of KAGAN strategies in all	Ũ	Department Chair	Data	EOC
	content areas.	within the classroom. Professional development	Literacy Coach	Analyze Benchmark Assessment Data	FCAT
		opportunities are also offered.	Administration	Analyze EOC Data	Study Island
3					Formative and
		Professional development will be offered for faculty		Analzye FCAT Data	Summative Classroom
		and staff on KAGAN strategies. Staff will then		Analyze Study Island Data	Assessments
		implement the strategies within the classroom.		Data	CWT Data
					Literacy CWT Data
					Crosspointe/Progress Report Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
1b. Florida Alternate As Students scoring at Lev	ssessment: rels 4, 5, and 6 in reading.					
Reading Goal #1b:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Proces	ss to I	ncrease St	tudent Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted					

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 44%(212) Level 3,4,5 -72%(358)	Level 4,5 - 46% Level 3,4,5 - 74%

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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

2b. Florida Alternate Assessment:

Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:

2012 Current Level of Performance:		2013 Expected Level of Performance:						
	Problem-Solving Process to Increase Student Achievement							
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
No Data Submitted								

	d on the analysis of stude	ent achievement data, and ng group:	reference to "Guidir	ng Questions", identify and	l define areas in need		
gain	FCAT 2.0: Percentage of s in reading. ding Goal #3a:	students making learnin	percentage po less than 70% gain. There wi increase for al	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are			
2012	2 Current Level of Perfo	rmance:		onstrating an annual learni ed Level of Performance			
67%	(273)		71%				
	I	Problem-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	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance.	Multi-Tiered Support Team (MTSS)/RtI Administration	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number		
		Administration counsel	Counseling Department		of Truancy Reports		

1		access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Counseling Department		Decrease in Number of Truancy Reports
	Lack of integrity to IFC and Literacy and	Review IFC frequently with team members and	Department Chair	Analyze FAIR Data	FAIR
	Language Initiatives.	create lessons according to needs on IFC.	Administration	Analyze Formative and Summative Assessment	LEARN
			Literacy Coach	Data	EOC
		Incorporate Reading by the Numbers Process in	NGCAR PD	Analyza Danahmark	FCAT
			Instructional Staff	Analyze Benchmark Assessment Data	FUAT
					Study Island
		Literacy Walk-throughs		Analyze EOC Data	
2		will be conducted on a weekly basis. The data		Analyze FCAT Data	Formative and Summative

		will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.		Analyze Study Island Data	Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development	Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.						
Reading Goal #3b:						
2012 Current Level of Performance:			2013 Exp	ected Level of Perforn	nance:	
	Problem-Solving Proc	cess to Ir	ncrease S <sup>-</sup>	tudent Achievement		
Anticipated Barrier	Strategy	Perso Positi Respo for Monit	ion onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:					
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By the year 2013, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
71%(72)	75%				

	Problem-Solving Process to Increase Student Achievement									
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports					
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data					
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analzye FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data					

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

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

Reading Goal #

The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population 5A : for SY 2012-2013 and the 5 year project ion (2016-2017) is

-

Baseline data 2010-2011	<sup>a</sup> 2011-2012	2012-2013	2012-2013 2013-2014		2014-20	15	2015-2016	2016-2017
	68	71	74		77		80	
	analysis of stuent for the follow		ent data, and	referen	ce to "Guidin	g Questi	ons", identify an	d define areas in nee
Hispanic, As satisfactory Reading Goa	ian, American progress in re Il #5B: It Level of Perf 93) (25)			ye Th in ab sc nc 20 W Hi	ear from SY 2 ne target for dicated below pove 95%, th hool can also ph-proficient	2012-101 your this w. If you he school b achieve within th ed Level	3 to 2016-1017 s subpopulation (s r schools percen can maintain th e their goal by re his population by of Performance	als for the AMOs eac for this population. s) for SY 2012-2013 t proficient is at or at percentage. Your educing the percent 10% (Safe Harbor).
		Problem-Solv	ving Process	toInc	rease Stude	ent Achie	evement	
Antio	cipated Barrie	r Stra	ategy	P Resp	erson or osition onsible for onitoring	C Effe	cess Used to Determine Activeness of Strategy	Evaluation Tool
Attenda 1		Positive Beh (PBS) Progra Use of Cross allow parent students im access to a Administrati with studen 5 unexcused with parent Collaborate Truancy Off truant stude	th perfect through the navior Support am. spointe to ts and mediate ttendance. on counsel ts who have d absences contact. with District icer regarding ents.	Attend Positive Suppor Multi-T Suppor (MTSS Admini Counse Depart	ance Clerk e Behavior 't Team 'iered t Team )/RtI stration eling ment	Analyze Review Records Increase Achieve	Attendance Dat Attendance Weekly e in Student ment	a Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
and Lite	integrity to IFC eracy and ge Initiatives.	with team m create lesso to needs on Incorporate the Number all content a Literacy Wa will be cond weekly basi will be analy	Reading by FFC. Reading by S Process in areas. Ik-throughs lucted on a s. The data yzed and the faculty. AR PD within the by certified	Admini Literac NGCAR	stration y Coach	Analyze Summat Data Analyze Assessm Analyze Analyze	FAIR Data Formative and ive Assessment Benchmark hent Data EOC Data FCAT Data Study Island	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progres
questio assessr	high order ns in lessons ar nents and itiation of	nd will meet wi	ach regarding	Develo	pment	Analyze	FAIR Data Formative and ive Assessment	Report Data LEARN EOC

	instruction, and use of KAGAN strategies in all	questions within lessons and use of differentiation		Data	FCAT
	content areas.	within the classroom. Professional development	2	Analyze Benchmark Assessment Data	Study Island
		opportunities are also	Administration		Formative and
3		offered.		Analyze EOC Data	Summative
					Classroom
		Professional development		Analzye FCAT Data	Assessment Data
		will be offered for faculty			
		and staff on KAGAN		Analyze Study Island	CWT
		strategies. Staff will then		Data	
		implement the strategies			Literacy CWT Data
		within the classroom.			Crosspaints (Dragrass
					Crosspointe/Progress
					Report Data

Based on the analysis of s of improvement for the fol	student achievement data, and llowing subgroup:	d refer	ence to "Gu	uiding Questions", identify	and define areas in need		
satisfactory progress in reading. Reading Goal #5C:			The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).				
2012 Current Level of P	erformance:		2013 Exp	ected Level of Performa	nce:		
N/A			N/A				
	Problem-Solving Proces	ss to I	ncrease St	udent Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	No Data Submitted						

			The ELDOE ha	s identified the target go	als for the AMOs eac	
	Students with Disabilitie sfactory progress in read	· / 5	year from SY : The target for indicated belo	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or		
Reading Goal #5D:			school can als	above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).		
2012	2 Current Level of Perfor	rmance:	2013 Expecte	ed Level of Performance	2:	
47%			43% exceeded	43% exceeded AMO Target		
	F	Problem-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	
	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support	Attendance Clerk Positive Behavior	Analyze Attendance Dat Review Attendance	a Attendance Policy Truancy Policy	

1	I		(PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Records Weekly Increase in Student Achievement	Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2		Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3		Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	and use of differentiation	Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
62%	64%				

	Ρ	roblem-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	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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
Differentiation of Instruction	9-12	Major Pamela Donehew	Faculty	August, 1012-June, 2013	use on lesson plans and CWT. Literacy walk- through will	PD Coordinator Literacy Coach Administration Department Chair
KAGAN Strategies	9-12	Captain Elia Chesnoff	Faculty	September, 2012- June, 2013	use on lessons plans and CWT. Literacy walk- through will support data as	PD Coordinator Literacy Coach Administration Department Chair

Reading Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
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.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

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

Students read in English at grade level text in a man	ner similar to no	n-ELL students.		
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in re	eading:			
Problem-Solving Process to Increase Student Achievement				
	Person or	Process Used to		

Anticipated Barrier	Strategy	Responsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring pr	3. Students scoring proficient in writing.			
CELLA Goal #3:				
2012 Current Percent	of Students Proficient in w	vriting:		
	Problem-Solving Proces	ss to Increase S	itudent Achievement	
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Notes and Strategy Monitoring				
No Data Submitted				

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

End of CELLA 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 n need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.					
Mathematics Goal #1:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perform	nance:
	Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier Strategy Res for			on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.					
Mathematics Goal #2	:				
2012 Current Level of	2012 Current Level of Performance: 2013 Expected Level of Performance:				
	Problem-Solvin	g Process to I	ncrease S	Student Achievement	İ
for				Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			
<ol> <li>Florida Alternate Assessment: Percent of students making learning gains in mathematics.</li> <li>Mathematics Goal #3:</li> </ol>			
2012 Current Level of Performance: 2013 Expected Level of Performance:			

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

# Algebra End-of-Course (EOC) Goals

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

	d on the analysis of studer provement for the followin		refere	ence to "Guidir	ng Questions", identify and	define areas in need
<ol> <li>Students scoring at Achievement Level 3 in Algebra.</li> <li>Algebra Goal #1:</li> </ol>			By the year 2013, there will be a minimum of a four percentage point increase for Level 3 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for Level 3 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.			
2012	Current Level of Perfor	mance:		2013 Expecte	ed Level of Performance	:
Level 3 - 49%(72) Level 3,4,5 - 57%(83)				Level 3 - 53% Level 3,4,5 - 6		
	Ρ	roblem-Solving Process	toIr	ncrease Stude	ent Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position sponsible for Vonitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Posit Supp Supp (MTS Adm Cour Depa	ndance Clerk tive Behavior port Team i-Tiered port Team SS)/RtI inistration hseling artment	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC.		artment Chair inistration	Analyze FAIR Data Analyze Formative and Summative Assessment	FAIR LEARN

		Incorporate Reading by	Literacy Coach	Data	EOC
			NGCAR PD Instructional Staff	Analyze Benchmark	FCAT
		Literacy Walk-throughs		Analyze EOC Data	Study Island
2		will be conducted on a weekly basis. The data		Analyze FCAT Data	Formative and Summative
		will be analyzed and reported to the faculty.		Analyze Study Island	Classroom Assessments
		Use of NGCAR PD		Data	CWT Data
		Strategies within the classroom by certified instructional staff.			Literacy CWT Data
					Crosspointe/Progress Report Data
	Lack of high order questions in lessons and	All content area teachers will meet with the	Professional Development	Anayze FAIR Data	FAIR
	assessments and differentiation of	Literacy Coach regarding the use of higher order	Coordinator	Analyze Formative and Summative Assessment	LEARN
	instruction, and use of KAGAN strategies in all		Department Chair	Data	EOC
	content areas.	within the classroom. Professional development	Literacy Coach	Analyze Benchmark Assessment Data	FCAT
		opportunities are also offered.	Administration	Analyze EOC Data	Study Island
3		Professional development will be offered for faculty		Analzye FCAT Data	Formative and Summative Classroom
		and staff on KAGAN strategies. Staff will then		Analyze Study Island Data	Assessments
		implement the strategies within the classroom.			CWT Data
					Literacy CWT Data
					Crosspointe/Progress Report Data

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	By the year 2013, there will be a minimum of a two percentage point increase for Level 4,5 students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a one percentage point increase for Level 4,5 students where 70% or more are currently demonstrating proficiency (across Levels 3,4,5). If 90% or more students are proficient, the school can maintain or demonstrate an increase in the percent proficient. No overall proficiency target will be less than 35% (across Levels 3,4,5) for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Level 4,5 - 7%(11) Level 3,4,5 - 57%(83)	Level 4,5 - 11% Level 3,4,5 - 61%

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	
Attendance	students with perfect attendance through the Positive Behavior Support (PBS) Program.	Positive Behavior Support Team Multi-Tiered Support Team	Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe	

1		students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Administration Counseling Department		Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
Algebra Goal # Algebra Goal # The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your school's total population for SY 2012-2013 and the 5 year project ion (2016-2017) is						
Baseline data         2011-2012         2012-2013         2013-2014         2014-2015         2015-2016         2016-2017				2016-2017		
	55	59	63	67	71	

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your

	school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic 59%	Black 58% Hispanic 58% Exceeded AMO Target White 60% Exceeded AMO Target

Problem-Solving Process to Increase Student Achievement

					1
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by	Department Chair Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progres

Based on the analysis of improvement for the		data, and refere	nce to "Gi	uiding Questions", identi	fy and define areas in need
3C. English Language satisfactory progress Algebra Goal #3C:		naking	year from The target indicated l above 95% school car	SY 2012-1013 to 2016- t for your this subpopula below. If your schools pe %, the school can mainta a also achieve their goal	tion(s) for SY 2012-2013 is
2012 Current Level of Performance:			2013 Expected Level of Performance:		
N/A			N/A		
	Problem-Solvir	ng Process to Ir	icrease S <sup>-</sup>	tudent Achievement	
Anticipated Barrier	Strategy	Perso Positi Respo for		Process Used to Determine Effectiveness of	Evaluation Tool

T

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Strategy

Report Data

T

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No Data Submitted

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

Monitoring

of improvement for the following subgroup:				
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
37%	36% Exceeded AMO Target			

Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Anticipated Barrier Strategy Evaluation Tool Responsible for Effectiveness of Monitoring Strategy Attendance Analyze Attendance Data Attendance Policy Provide incentives for Attendance Clerk students with perfect attendance through the Positive Behavior Truancy Policy Positive Behavior Support Support Team Review Attendance (PBS) Program. Records Weekly Attendance Data Multi-Tiered AS400 Support Team Increase in Student Use of Crosspointe to (MTSS)/RtI Achievement Attendance Data allow parents and Crosspointe Administration students immediate 1 access to attendance. Decrease in Number Counseling of Truancy Reports Administration counsel Department with students who have 5 unexcused absences with parent contact. Collaborate with District

		Truancy Officer regarding truant students.			
	Lack of integrity to IFC and Literacy and	Review IFC frequently with team members and	Department Chair	Analyze FAIR Data	FAIR
	Language Initiatives.	create lessons according to needs on IFC.	Administration	Analyze Formative and Summative Assessment	LEARN
		Incorporate Reading by	Literacy Coach	Data	EOC
		the Numbers Process in all content areas.	NGCAR PD Instructional Staff	Analyze Benchmark Assessment Data	FCAT
		Literacy Walk-throughs		Analyze EOC Data	Study Island
2		will be conducted on a weekly basis. The data		Analyze FCAT Data	Formative and Summative
		will be analyzed and reported to the faculty.		Analyze Study Island Data	Classroom Assessments
		Use of NGCAR PD Strategies within the		Data	CWT Data
		classroom by certified instructional staff.			Literacy CWT Data
					Crosspointe/Progress Report Data
	Lack of high order questions in lessons and	All content area teachers will meet with the	Professional Development	Anayze FAIR Data	LEARN
	assessments and differentiation of	Literacy Coach regarding the use of higher order	Coordinator	Analyze Formative and Summative Assessment	EOC
	instruction, and use of KAGAN strategies in all		Department Chair	Data	FCAT
	content areas.	within the classroom. Professional development		Analyze Benchmark Assessment Data	Study Island
3		opportunities are also offered.	Administration	Analyze EOC Data	Formative and Summative Classroom
		Professional development will be offered for faculty		Analzye FCAT Data	Assessment Data
		and staff on KAGAN strategies. Staff will then		Analyze Study Island Data	CWT
		implement the strategies within the classroom.			Literacy CWT Data
					Crosspointe/Progress Report Data

	d on the analysis of studer provement for the followin		refer	ence to "Guidir	ng Questions", identify and	define areas in need
satisfactory progress in Algebra. Algebra Goal #3E:			The FLDOE has identified the target goals for the AMOs each year from SY 2012-1013 to 2016-1017 for this population. The target for your this subpopulation(s) for SY 2012-2013 is indicated below. If your schools percent proficient is at or above 95%, the school can maintain that percentage. Your school can also achieve their goal by reducing the percent non-proficient within this population by 10% (Safe Harbor).			
2012 Current Level of Performance:				2013 Expected Level of Performance:		
67%				53% Exceeded AMO Target		
	Ρ	roblem-Solving Process	to I	ncrease Stude	ent Achievement	
	Anticipated Barrier	Strategy	Re	Person or Position sponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Atte	ndance Clerk	Analyze Attendance Data	Attendance Policy

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	students with perfect attendance through the	Attendance Clerk Positive Behavior	Analyze Attendance Data	Attendance Policy Truancy Policy
	Positive Behavior Support	Support Team	Review Attendance	
	(PBS) Program.		Records Weekly	Attendance Data
		Multi-Tiered		AS400
		Support Team	Increase in Student	
	Use of Crosspointe to	(MTSS)/RtI	Achievement	Attendance Data

1		allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Administration Counseling Department		Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by		Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Development Coordinator Department Chair Literacy Coach Administration	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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 r in need of improvement for the following group:	eference to "Guiding Questions", identify and define areas
1. Students scoring at Achievement Level 3 in Geometry.	
Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Pr	oblem-Solving Process	s to Increase Stu	dent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Attendance Clerk Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3		All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Coordinator Department Chair	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR

	-	bove Achievement Le	vels			
1 an	d 5 in Geometry.					
Geor	metry Goal #2:					
2012	2 Current Level of Perf	ormance:		2013 Expec	ted Level of Performa	nce:
	Pro	oblem-Solving Process	s to I	ncrease Stu	dent Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position ponsible for onitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		Provide incentives for		5	Analyze Attendance	Attendance Policy
	Attendance	students with perfect attendance through			Data	Truancy Policy
		the Positive Behavior Support (PBS) Program.	Supp	oort Team	Review Attendance Records Weekly	Attendance Data AS400
		Use of Crosspointe to	Supp	-Tiered oort Team SS)/RtI	Increase in Student Achievement	Attendance Data Crosspointe
		allow parents and students immediate access to attendance.		nistration		Decrease in Number of Truancy Reports
		Administration counsel with students who have 5 unexcused absences with parent contact.		iseling irtment		
		Collaborate with District Truancy Officer regarding truant students.				
	Lack of integrity to IFC and Literacy and	Review IFC frequently with team members	Depa	rtment Chair	Analyze FAIR Data	FAIR
	Language Initiatives.	and create lessons according to needs on IFC.	Admi	nistration	Analyze Formative and Summative Assessment Data	LEARN
		Incorporate Reading by		acy Coach	Analyze Benchmark	FCAT
		the Numbers Process in all content areas.	NGCA Instr	uctional	Assessment Data	Study Island
		Literacy Walk-throughs will be conducted on a	Staff		Analyze EOC Data Analyze FCAT Data	Formative and Summative
		weekly basis. The data will be analyzed and			Analyze Study Island	Classroom Assessments
		reported to the faculty.			Data	CWT Data
		Use of NGCAR PD Strategies within the				Literacy CWT Data
		classroom by certified instructional staff.				Crosspointe/Progres Report Data
	Lack of high order questions in lessons	All content area teachers will meet with		essional lopment	Anayze FAIR Data	LEARN
	and assessments and differentiation of	the Literacy Coach regarding the use of		dinator	Analyze Formative and Summative Assessment	EOC
	instruction, and use of	higher order questions	Depa	rtment Chair		FCAT
	KAGAN strategies in all content areas.	of differentiation within the classroom.		acy Coach	Analyze Benchmark Assessment Data	Study Island
		Professional development	Admi	nistration	Analyze EOC Data	Formative and Summative

3	opportunities are also offered.	Analzye FCAT Data	Classroom Assessment Data
	Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom.	Analyze Study Island Data	CWT Literacy CWT Data Crosspointe/Progress Report Data

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

3A. Ambitious but A Annual Measurable (AMOs). In six year reduce their achieve 50%.	Objectives school will	Geometry Goal #			×
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

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

 Geometry Goal #3B:

 2012 Current Level of Performance:

2013 Expected Level of Performance:

	Problem-Solving Process to Increase Student Achievement								
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant		Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports				
	Lack of integrity to JEC	students.	Department Chair	Apalyza FAIR Data	FAIR				

2	and Literacy and Language Initiatives.	with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	Literacy Coach NGCAR PD Instructional Staff	Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions	Coordinator Department Chair	Summative Assessment	EOC

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas n need of improvement for the following subgroup:					
3C. English Language satisfactory progress		naking			
Geometry Goal #3C:					
2012 Current Level of Performance: 2013 Exp				pected Level of Perform	nance:
	Problem-Solving Pr	tudent Achievement			
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

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

Geo	metry Goal #3D:					
201	2 Current Level of Perf	ormance:		2013 Expec	ted Level of Performa	nce:
	Dr	oblem-Solving Process			dont Achiavamant	
		blem-solving Floces	ston	nci ease stu	dent Achievement	
	Anticipated Barrier	Strategy	l Resp	erson or Position ponsible for onitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Attendance	Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance.	Positi Supp Multi- Supp (MTS Admi Coun Depa		Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	with team members and create lessons according to needs on IFC.	Admi Litera NGCA	nistration acy Coach NR PD uctional	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of	Deve Coord Depa Litera	ssional lopment dinator rtment Chair acy Coach nistration	Summative Assessment	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data

Professional	Analyze Study Island	CWT
development will be	Data	
offered for faculty and		Literacy CWT Data
staff on KAGAN		
strategies. Staff will		Crosspointe/Progress
then implement the		Report Data
strategies within the		
classroom.		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 3E. Economically Disadvantaged students not

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement							
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports		
2	Lack of integrity to IFC and Literacy and Language Initiatives.	with team members and create lessons	Administration Literacy Coach NGCAR PD Instructional Staff	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data			

		instructional staff.			Report Data
	Lack of high order questions in lessons	All content area teachers will meet with	Professional Development	Anayze FAIR Data	LEARN
	and assessments and	the Literacy Coach regarding the use of	Coordinator	Analyze Formative and Summative Assessment	
	instruction, and use of KAGAN strategies in all		Department Chair	Data	FCAT
	content areas.	of differentiation within the classroom.	Literacy Coach	Analyze Benchmark Assessment Data	Study Island
		Professional development	3	Analyze EOC Data	Formative and Summative
3		opportunities are also offered.		Analzye FCAT Data	Classroom Assessment Data
				5	
		Professional development will be		Analyze Study Island Data	CWT
		offered for faculty and staff on KAGAN			Literacy CWT Data
		strategies. Staff will			Crosspointe/Progress
		then implement the strategies within the			Report Data
		classroom.			

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	Grade	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
KAGAN Strategies	9-12	Elia Chesnoff	Faculty	September, 2012- June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk- through data	Administrators Literacy Coordinator PD Coordinator Department Chair
Differentiation of Instruction	9-12	Pamela Donehew	Faculty	August, 2012-June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk- through data	Administrators Literacy Coordinator PD Coordinator Department Chair

Mathematics 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 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 Mathematics Goals

## Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.					
Science Goal #1:					
2012 Current Level of	2012 Current Level of Performance:			2013 Expected Level of Performance:	
	Problem-Solving Proces	s to I	ncrease S	Student Achievement	
Anticipated Barrier Strategy Res for			on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.					
Science Goal #2:					
2012 Current Level of Performance:			2013 Exp	pected Level of Perfor	mance:
	Problem-Solving Proces	s to I	ncrease S	itudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

# Biology End-of-Course (EOC) Goals

		udent achievement data ent for the following grou		eference to	o "Guiding Questions",	identify and define
	tudents scoring at Ac ogy.	hievement Level 3 in				
Biol	ogy Goal #1:					
201	2 Current Level of Pe	rformance:	2	013 Expe	cted Level of Perform	ance:
	Pro	blem-Solving Proces	s to I no	crease Stu	udent Achievement	
	Anticipated Barrier	Strategy	Po Respo	rson or osition onsible for nitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Positive Suppor Multi-T Suppor (MTSS) Admini Counse Depart	e Behavior rt Team Tiered rt Team )/RtI stration eling	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
2	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk- throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty.	Chair Admini Literac NGCAR	stration sy Coach	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data

			Use of NGCAR PD Strategies within the classroom by certified instructional staff.			Crosspointe/Progress Report Data
		Lack of high order questions in lessons and assessments and	All content area teachers will meet with the Literacy	Professional Development Coordinator	Anayze FAIR Data Analyze Formative and	FAIR
		differentiation of	Coach regarding the		Summative	
		instruction, and use of KAGAN strategies in all		Department Chair	Assessment Data	EOC
		content areas.	lessons and use of		· · · · · · · · · · · · · · · · · · ·	FCAT
			differentiation within	Literacy Coach	Assessment Data	
			the classroom.			Study Island
				Administration	Analyze EOC Data	Formative and
3	;		development opportunities are also		Analzye FCAT Data	Summative and
			offered.		Analzye i CAT Data	Classroom
			Professional		Analyze Study Island Data	Assessments
			development will be		Data	CWT Data
			offered for faculty and staff on KAGAN			Literacy CWT Data
			strategies. Staff will			
			then implement the			Crosspointe/Progress
			strategies within the classroom.			Report Data

		udent achievement data ent for the following grou		erence to	o "Guiding Questions", i	identify and define
	tudents scoring at or els 4 and 5 in Biology					
Biol	ogy Goal #2:					
201	2 Current Level of Pe	rformance:	20	13 Expe	cted Level of Perform	ance:
	Pro	blem-Solving Process	s to Incr	ease Stu	udent Achievement	
	Anticipated Barrier	Strategy	Posi Respon	on or ition sible for toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading by the Numbers Process in all content areas. Literacy Walk- throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified	Literacy NGCAR P	ration Coach 2D	Analyze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	FAIR LEARN EOC FCAT Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
	Lack of high order questions in lessons	instructional staff. All content area teachers will meet	Professic Developr	-	Anayze FAIR Data	LEARN

	and assessments and differentiation of	with the Literacy Coach regarding the	Coordinator	Analyze Formative and Summative	EOC
	instruction, and use of KAGAN strategies in all	use of higher order	Department Chair	Assessment Data	FCAT
		lessons and use of		Analyze Benchmark	Study Island
		differentiation within	Literacy Coach	Assessment Data	
		the classroom.			Formative and
		Professional	Administration	, <b>,</b> , , , , , , , , , , , , , , , , ,	Summative
2		development			Classroom
		opportunities are also offered.		Analzye FCAT Data	Assessment Data
				Analyze Study Island	CWT
		Professional		Data	
		development will be			Literacy CWT Data
		offered for faculty and			
		staff on KAGAN			Crosspointe/Progress
		strategies. Staff will			Report Data
		then implement the			
		strategies within the			
		classroom.			

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
KAGAN Strategies	9-12	Elia Chesnoff	Faculty	September, 2012- June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk- through data	Administrators Literacy Coordinator PD Coordinator Department Chair
Differentiation of Instruction	9-12	Pamela Donehew	Faculty	August, 2012- June, 2013	Indicate the use of	Administrators Literacy Coordinator PD Coordinator Department Chair

Science Budget:

Evidence-based Program	n(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 Developme	nt		
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

	ed on the analysis of stud eed of improvement for t		and r	eference to "	Guiding Questions", ider	ntify and define areas
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:				percentage p less than 75 on the writin percentage p 75% or more the writing e must mainta	2013, there will be a mir point increase for all stu % are currently demonsing essay. There will be a point increase for all stu e are currently demonstr essay. Any subgroup that in or demonstrate an ind o proficiency target will p.	dent subgroups when trating 3.0 or higher minimum of a two dent groups where ating 3.0 or higher of t is 90% or higher crease in the percent
201	2 Current Level of Perf	ormance:		2013 Expec	ted Level of Performa	nce:
90%	9(200)			90%		
	Pro	oblem-Solving Process	s to I	ncrease Stu	dent Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position oonsible for onitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Posit Supp Multi Supp (MTS Admi Coun Depa		Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports
	Lack of integrity to IFC and Literacy and Language Initiatives.	Review IFC frequently with team members and create lessons according to needs on IFC.	Admi	nistration	Analyze FAIR Data Analyze Formative and Summative Assessment Data	FAIR LEARN EOC
		Incorporate Reading by		acy Coach	Analyze Benchmark	FCAT

2		the Numbers Process in all content areas. Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.	NGCAR PD Instructional Staff	Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	Study Island Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
3	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom. Use of a variety of writing prompts.	Coordinator Department Chair	Summative Assessment	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	By the year 2013, there will be a minimum of a four percentage point increase for all student subgroups when less than 75% are currently demonstrating 4.0 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% or more are currently demonstrating 4.0 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No proficiency target will be less than 35% for any subgroup.
2012 Current Level of Performance:	2013 Expected Level of Performance:
45%(100)	49%

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			
Lack of integrity to IFC and Literacy and	Review IFC frequently with team members	Department Chair	Analyze FAIR Data	FAIR			
Language Initiatives.	and create lessons according to needs on		Analyze Formative and Summative Assessment				
	IFC.		Data	EOC			
	Incorporate Reading by the Numbers Process in		Analyze Benchmark Assessment Data	FCAT			
		Instructional		Study Island			

1		Literacy Walk-throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR PD Strategies within the classroom by certified instructional staff.		Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	Formative and Summative Classroom Assessments CWT Data Literacy CWT Data Crosspointe/Progress Report Data
2	Lack of high order questions in lessons and assessments and differentiation of instruction, and use of KAGAN strategies in all content areas.	All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within lessons and use of differentiation within the classroom. Professional development opportunities are also offered. Professional development will be offered for faculty and staff on KAGAN strategies. Staff will then implement the strategies within the classroom. Use of a variety of writing prompts.	Coordinator Department Chair	Anayze FAIR Data Analyze Formative and Summative Assessment Data Analyze Benchmark Assessment Data Analyze EOC Data Analyze FCAT Data Analyze Study Island Data	LEARN EOC FCAT Study Island Formative and Summative Classroom Assessment Data CWT Literacy CWT Data Crosspointe/Progress Report Data

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
KAGAN Strategies	9-12	Elia Chesnoff	Faculty	September, 2012- June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk- through data	Administrators Literacy Coordinator PD Coordinator Department Chair
Differentiation of Instruction	9-12	Pamela Donehew	Faculty	August, 2012- June, 2013	Lesson plans will indicate the use of KAGAN strategies used. CWT data Literacy walk- through data	Administrators Literacy Coordinator PD Coordinator Department Chair

Writing 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 Developmer	nt		
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

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

5	sed on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas need of improvement for the following group:				
1. Students scoring at History.	I. Students scoring at Achievement Level 3 in U.S. History.				
U.S. History Goal #1:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:
	Problem-Solving Pro	ocess to I	ncrease S	itudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

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
<ol> <li>Students scoring at or above Achievement Levels</li> <li>4 and 5 in U.S. History.</li> </ol>	
U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

	Problem-Solving Proce	ss to Increase S	itudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	o 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
		Ν	No Data Submitte	d		

#### U.S. History Budget:

Evidence-based Progr			A
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Developn	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
			Grand Total: \$0.0

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:

of im	provement:				
	tendance ndance Goal #1:		will increase. I 90%, there will percentage of will maintain o ATTENDANCE ( By the year 20 who are absen When 40% or absences annu percentage po If less than 40 absences annu percentage po ATTENDANCE ( By the year 20 who are Tardy When 30% or Tardies annuall percentage po If less than 30 Tardies annuall percentage po	ance year 2012-2013, the f the current attendance be a minimum 4% increat attendance is 90% or gr r increase the percentage GOAL- ABSENCES 013, there will be a decreat t ten or more days. more of the students have ally, there will be a minimi int decrease. % of the students have f ally, there will be a minimi int decrease . GOAL- TARDY 013, there will be a decreat ten or more days. more of the students have ten or more days. % of the students have f % of the students	e rate is less than ase. If the current reater, the school e. ease of students ve ten or more num of a 4 ten or more num of a 2 ease of students ve ten or more m of a 4 ten or more m of a 2 ent percent of
2012	2 Current Attendance R	ate:		ed Attendance Rate:	
95.79	% (853/891)		97.7%		
	2 Current Number of Stu ences (10 or more)	udents with Excessive	2013 Expecte Absences (10	d Number of Students or more)	with Excessive
419			383		
	2 Current Number of Stu ies (10 or more)	udents with Excessive	2013 Expecte Tardies (10 o	ed Number of Students r more)	with Excessive
0			0		
	Pro	blem-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
	Lack of integrity to SMA and District attendance and truancy policy.	MTSS/RtI team will review attendance data twice a month. Administration will review attendance weekly. Students who are having attendance problems will be identified and a conference with the parents and student will take place.	Administration MTSS/RtI Team PBS Team Faculty/Staff	Analyze attendance data MTSS/Rti documentation of response to intervention strategies implemented for the student.	Attendance Programs: AS400 and Crosspointe MTSS/RtI Documents

1		Rewards and incentives will be provided according to the PBS EAGLE Rewards program.			
		Teams will identify priority attendance strategies and developmentally appropriate interventions which may include: guidance/counseling, time management and organizational skill support, mentoring, family intervention, attendance contracts and community service referrals.			
2	Lack of integrity and support of the PBS EAGLE Rewards Program.	Provide more rewards for attendance and more frequently.	PBS Team Administration	Increase in attendance.	AS400 Crosspointe

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	lo Data Submitte	d		

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

Grand Total: \$0.00

End of Attendance Goal(s)

# Suspension Goal(s)

1. Suspension       suspension from the previous year, If the current percentage of suspensions is 10% or less, the smalltain or decrease the percentage by 5%. If the current percentage by 5%. If the current percentage by 5%. If the current percentage by 10%.         2012 Total Number of In-School Suspensions       2013 Expected Number of In-School Suspensions         68       68         2012 Total Number of Students Suspended In-School       2013 Expected Number of Students Suspended In-School         60       2013 Expected Number of Out-of-School Suspensions       60         60       2013 Expected Number of Out-of-School Suspensions       60         2012 Total Number of Out-of-School Suspensions       56       56         50       56       56         2012 Total Number of Students Suspended Out-of-School       Suspensions       50         50       Froblem-Solving Process to Increase Student Achievement       50         50       Strategy       Person or Position Responsible for Strategy       Person or Position Responsible for Strategy       Person or Position Responsible for Strategy       Rti:B I and District Discipline Acutry, strategy       Administration.       Administration.       Rti:B I and District Discipline Acutry, strategy       Rti:B I and District Discipline Responsible for Proc				
68     68       2012 Total Number of Students Suspended In-School     2013 Expected Number of Students Suspended School       60     60       2012 Number of Out-of-School Suspensions     2013 Expected Number of Out-of-School Suspensions       56     56       2012 Total Number of Students Suspended Out-of-School Suspensions     2013 Expected Number of Out-of-School Suspensions       56     56       2012 Total Number of Students Suspended Out-of-School     2013 Expected Number of Students Suspended Out-of-School       50     50       Problem-Solving Process to Increase Student Achievement       1     Anticipated Barrier     Strategy       1     Review and discuss the policies and procedures with faculty staff, sudents, parents and administrative.     Administrative/Discipline Monitor Data: Team       1     Procedures.     Review and discuss the policies and procedures with faculty, staff, sudents, parents and administration.     Administrative/Discipline Monitor Data: Team       1     Lack of availability for Provide monetary In-School Suspension Classroom.     Provide monetary finance Director Rates.     Administration       2     Lack of availability for Provide monetary Finance Classroom.     Finance Director Rates.     Rti: B Tases	By the year 2013, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will reduce the percentage by 5%. If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%			
2012 Total Number of Students Suspended In-School       2013 Expected Number of Students Suspended         60       60         2012 Number of Out-of-School Suspensions       2013 Expected Number of Out-of-School         56       56         2012 Total Number of Students Suspended Out-of-School       2013 Expected Number of Out-of-School         50       56         2012 Total Number of Students Suspended Out-of-School       2013 Expected Number of Students Suspended Out-of-School         50       50         Problem-Solving Process to Increase Student Achievement         7       Anticipated Barrier       Strategy         Anticipated Barrier       Strategy       Person or Position Responsible for Monitoring       Process Used to Determine Effectiveness of Strategy         1       Anticipated Barrier       Strategy       Administrative/Discipline Monitor Data: Trategy       Rt:B Database         1       Ack of support and integrity to the SMA administration.       Procedures with faculty, staff, students, parents and administration.       AS400       CWT E         2       Lack of availability for Provide monetary In-School Suspension funds and location for In-School Suspension Classroom.       Procetore Administration       Rti:B I         2       Lack of availability for Provide monetary Funds and location for In-School Suspension Classroom.       Rti:B I       School Suspensio	ensions			
2012 Total Number of Students Suspended TH-School       School         60       60         2012 Number of Out-of-School Suspensions       2013 Expected Number of Out-of-School Suspensions         56       56         2012 Total Number of Students Suspended Out-of-School       2013 Expected Number of Students Suspended Out-of-School         50       50         Problem-Solving Process to Increase Student Achievement         Image: Anticipated Barrier       Strategy         Person or Position integrity to the SMA and District Discipline Policies and Procedures with Faculty, staff, Students, parents and administration.       Administrative/Discipline Responsible for Monitor Data: Rti:B I Students, parents and administration.         2       Lack of availability for In-School Suspension Provide monetary In-School Suspension Classroom.       Provide monetary Funds and location for In-School Suspension Classroom.         2       Lack of availability for Provide monetary Funds and location for In-School Suspension Classroom.       Provide monetary Funds and location for In-School Suspension Finance Director Administration       Rti:B I Astoo				
2012 Number of Out-of-School Suspensions       2013 Expected Number of Out-of-School Suspensions         56       56         2012 Total Number of Students Suspended Out-of-School       2013 Expected Number of Students Suspended Out-of-School         50       50         Problem-Solving Process to Increase Student Achievement         Anticipated Barrier       Strategy         Anticipated Barrier       Strategy         Person or Position and Integrity to the SMA and District Discipline Policies and Procedures with faculty, staff. Students, parents and administration.       Administrative/Discipline Parene Instruction.         1       Exck of availability for Provide monetary In-School Suspension       Provide monetary Faculty/Staff         2       Lack of availability for Program       Provide monetary Funds and location for In-School Suspension Program.       Provide monetary Funds and location for In-School Suspension Program.       Monitor data for In-School Suspension Program.         2       Lack of availability for Program       Provide monetary Funds and location for In-School Suspension Program.       Headmaster       Monitor data for In-School Suspension Program.       Rti:B I	nded I n-			
2012 Number of Out-or-school Suspensions       Suspensions         56       56         2012 Total Number of Students Suspended Out-of-School       2013 Expected Number of Students Suspensions         50       50         Strategy         Problem-Solving Process to I ncrease Student Achievement         Anticipated Barrier         Strategy       Person or Position Responsible for Monitoring       Process Used to Determine Effectiveness of Strategy         Lack of support and integrity to the SMA and District Discipline Policies and Procedures.       Review and discuss tudents, parents and administration.       Administrative/Discipline Nonitor Data: Review and braculty, staff, students, parents and administration.       Rtl:B Database       AS400         2       Lack of availability for Provide monetary In-School Suspension Classroom.       Provide monetary funds and location for In-School Suspension Classroom.       Finance Director Administration       Rtl:B I				
2012 Total Number of Students Suspended Out-of-School       2013 Expected Number of Students Suspended Out-of-School         50       50         Problem-Solving Process to I ncrease Student Achievement         Anticipated Barrier       Strategy         Lack of support and integrity to the SMA and District Discipline Policies and Procedures.       Review and discuss the policies and administration.       Administrative/Discipline Monitor Data: Team       Rtl: B Database         1       Lack of availability for In-School Suspension Program       Provide monetary funds and location for In-School Suspension Classroom.       Provide monetary funds and location for In-School Suspension Classroom.       Mainistration				
School     of-School       50     50       Problem-Solving Process to Increase Student Achievement       Anticipated Barrier     Strategy     Person or Position Responsible for Monitoring     Process Used to Determine Effectiveness of Strategy     Evalue       1     Ack of support and integrity to the SMA and District Discipline Policies and Procedures.     Review and discuss the policies and procedures with faculty, staff, students, parents and administration.     Administrative/Discipline Team     Monitor Data: Rtl:B Database     Rtl:B I AS400       1     Lack of availability for In-School Suspension Program     Provide monetary funds and location for In-School Suspension Classroom.     Provide monetary Finance Director     Monitor data for In- School Suspension rates.     Rtl:B I				
Problem-Solving Process to Increase Student AchievementAnticipated BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine Effectiveness of StrategyEvaluationLack of support and integrity to the SMA and District Discipline Policies and Procedures.Review and discuss the policies and procedures with faculty, staff, students, parents and administration.Administrative/Discipline TeamMonitor Data: Rtl: B DatabaseRtl: B D AS4001Lack of availability for Procedures.Provide monetary funds and location for In-School Suspension Classroom.Headmaster Finance Director AdministrationMonitor data for In- School Suspension rates.Rtl: B D suspension AS400	nded Out-			
Anticipated BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine Effectiveness of StrategyEvaluationLack of support and integrity to the SMA and District Discipline Policies and Procedures.Review and discuss the policies and procedures with faculty, staff, students, parents and administration.Administrative/Discipline TeamMonitor Data: Rt1: B DatabaseRt1: B D AS4001Policies and Procedures.Procedures with faculty, staff, students, parents and administration.Administrative/Discipline TeamMonitor Data: Rt1: B DatabaseRt1: B D AS4002Lack of availability for ProgramProvide monetary funds and location for In-School Suspension Classroom.ProceduresHeadmaster Finance Director AdministrationMonitor data for In- School Suspension rates.Rt1: B D AS400				
Anticipated BarrierStrategyPerson or Position Responsible for MonitoringDetermine Effectiveness of StrategyEvaluationLack of support and integrity to the SMA and District Discipline Policies and Procedures.Review and discuss the policies and procedures with faculty, staff, students, parents and administration.Administrative/Discipline TeamMonitor Data: RtI: B DatabaseRtI: B I AS4001Policies and Procedures.Review and discuss the policies and procedures with faculty, staff, students, parents and administration.Administrative/Discipline TeamMonitor Data: RtI: B DatabaseRtI: B I AS4002Lack of availability for In-School Suspension ProgramProvide monetary funds and location for In-School Suspension Classroom.Headmaster Finance Director AdministrationMonitor data for In- School Suspension rates.RtI: B I School Suspension AS400				
integrity to the SMA and District Discipline Policies and Procedures.the policies and procedures with faculty, staff, students, parents and administration.TeamRtl:B Database AS400 AS400AS400 CWT D Decrease in suspension data.2Lack of availability for In-School Suspension ProgramProvide monetary funds and location for In-School Suspension Classroom.Headmaster Finance Director AdministrationMonitor data for In- School Suspension rates.Rtl:B D AS400	uation Too			
Lack of availability for In-School SuspensionProvide monetary funds and location for In-School SuspensionHeadmasterMonitor data for In- School Suspension rates.Rtl:B II AS4002ProgramProvide monetary funds and location for In-School Suspension Classroom.HeadmasterMonitor data for In- School Suspension rates.Rtl:B II AS400	Database 0 Data Data			
In-School Suspensionfunds and location for In-School SuspensionSchool Suspension rates.School Suspension rates.AS400AdministrationAdministrationAS400				
	Database 0			
support of the for positive behavior discipline referrals.	Database			

Program.			
	-	-	

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:

	Dropout Goal For the School year 2012-2013, there will be a reduction in the percent of students who dropout of school.
	If the current dropout rate is 2.5 or higher, there will be
L. DIODOUL PIEVENHON	a .4 percent reduction. If the current dropout rate is less than 2.5, there will be

Drop	Dropout Prevention Goal #1:				a .2 percent reduction.			
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.				Graduation Goal For the school year 2012-2013, the percentage of students graduating from high school will increase. If the current graduation rate is less than 84 percent, there will be a minimum of a 4 percentage point increase for all subgroups. If the current graduation rate is 84 percent or higher, there will be a 2 percentage point increase.				
2012	2 Current Dropout Rate	2:		2013 Expe	cted Dropout Rate:			
.1% (1)				0%				
2012	2 Current Graduation F	Rate:		2013 Expe	cted Graduation Rate:			
0	0			0				
	Pr	oblem-Solving Proces	s to I	ncrease Stu	udent Achievement			
	Anticipated Barrier	Strategy	F Resp	erson or Position ponsible for pnitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	Attendance	Provide incentives and rewards for perfect attendance or improved attendance.		idance Clerk S/RtI Team	Monitor attendance data, referral data and student achievement data.	Rti:B Database FCAT Data		
1			PBS Team Counseling Team			EOC Data Crosspointe Data		
				nistration		_		
2	Lack of integrity to the MTSS/RtI procedures.	Provide interventions and support for at-risk students in accordance to MTSS/RtI and PBS Team.	MTSS/Rt1 Team Administration Counseling Team		Progress	Progress Monitoring/Benchmark Data LEARN EOC/FCAT Crosspointe		
			Facul	lty/Staff	Monitoring/LEARN data Classroom Achievement data	RtI		

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						

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	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 Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
<ol> <li>Parent Involvement</li> <li>Parent Involvement Goal #1:</li> <li>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</li> </ol>	Based on PALS reports and parent sign-in sheets at a variety of activities for 2012, the level of parent involvement was 95%.					
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:					
95%	95%					

	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Lack of Communication	take place frequently; twice a month at least. Use of student planners	Teachers	Parent involvement will maintain or increase.	PALS Data Sign-In sheets and surveys.		

in th Eng	versions will be sent he mail for non- llish speaking ents.		
sent	GLE News will be t home weekly or as eded.		

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

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

Parent Involvement Budget:

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

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:

STEM Goal #1:				
	Problem-Solving Proces	ss to Increase S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Nc	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
		Ν	lo Data Submittee	b		

STEM Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Professional Developm	ent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
			Grand Total: \$0.0

End of STEM Goal(s)

## Career and Technical Education (CTE) Goal(s)

Based on the analysis of school data, identify and define areas in need of improvement:

1	OTE	
Ι.	CIE	

CTE Goal #1:

Students attending the Computer Technology class will score proficient in classroom assessments.

	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	Attendance	Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration counsel with students who have 5 unexcused absences with parent contact. Collaborate with District Truancy Officer regarding truant students.	Positive Behavior Support Team Multi-Tiered Support Team (MTSS)/RtI Administration Counseling Department	Analyze Attendance Data Review Attendance Records Weekly Increase in Student Achievement	Attendance Policy Truancy Policy Attendance Data AS400 Attendance Data Crosspointe Decrease in Number of Truancy Reports

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

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

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

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

End of CTE Goal(s)

#### Additional Goal(s) No Additional Goal was submitted for this school

## FINAL BUDGET

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

jm Priority jm Focus jm Prevent jm NA

Are you a reward school: in Yes in No

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

No Attachment (Uploaded on 10/9/2012)

### 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 SAC meets on a monhtly basis to review, reflect and discuss SMA concerns and issues. The SAC will work diligently to support SMA and its endeavours concerning the construction during the 2012-2013 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

Sarasota School Distri SARASOTA MILITARY 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	59%	84%	74%	50%	267	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	53%	80%			133	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?		74% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					523	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					в	Grade based on total points, adequate progress, and % of students tested

	Reading	Math	Writing	Science	Points	
					Earned	
% Meeting High Standards (FCAT Level 3 and Above)	63%	85%	87%	58%	293	Writing and Science: Takes into account the % scoring 4.0 and above or Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/o science component.
% of Students Making Learning Gains	64%	78%			142	3 ways to make gains: Improve FCAT Levels Maintain Level 3, 4, or 5 Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	70% (YES)				Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					568	
Percent Tested = 99%						Percent of eligible students tested
School Grade*						Grade based on total points, adequate progress, and % of students tested