FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: N. FLORIDA JUVENILE DETENTION

District Name: Alachua

Principal: Madelyn Vallery

SAC Chair: Rev. Karl Smith

Superintendent: Dr. Dan Boyd

Date of School Board Approval: June 15, 2010

Last Modified on: 11/29/2012



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	Madelyn Vallery	BA - Fisk University - Nashville, Tenn MEd Antioch University Yellow Springs, Ohio	2	12	95%(12) of students who took the FCAT showed gains of 30% or more

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.

Prior Performance Record (include
prior School Grades FCAT/Statewide

Subject Area	Name	Degree(s)/ Certification(s)	Years at Current School	an Instructional Coach	Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Cottie Wright	BS - Secondaryu Social Studies M.Ed Secondary Ed. Supervision	2	7	Continuation of measurable gains in Reading as evidenced by Reading Navigator and FAIR Testing results

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	Recruitment: * Advertizing via Florida Works * School Board Department of Personnel * Public TV Daily Bulletin Board * Local University Job Fairs * WOM - Word of Mouth Retention: * Making sure salaries are competitive * Offering the very best academic program * Creating conducive working atmosphere * Providing individual and Team support * Supplying Teachers with necessary supplies and state of the art technology * Appreciating teachers for what they do	Principal	AS Needed	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out- of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

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		% Reading Endorsed Teachers		% ESOL Endorsed Teachers
3	0.0%(0)	0.0%(0)	100.0%(3)	0.0%(0)	100.0%(3)	100.0%(3)	66.7%(2)	0.0%(0)	0.0%(0)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
NA	NA	NA	NA

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	
NA	
Title I, Part C- Migrant	
NA	
Title I, Part D	
Teaching Supplies, books, computers, technological software, paraprofessionals, Etc.	
Title II	
NA	
Title III	
NA	
Title X- Homeless	
NA	
Supplemental Academic Instruction (SAI)	
NA	
Violence Prevention Programs	
DJJ Facility Staff Development/Workshop	
Nutrition Programs	
DJJ Provider	
Housing Programs	
NA	
Head Start	
NA	
Adult Education	
GED Prep	
Career and Technical Education	
CHOICES	
Job Training	
NA	
Other	
GUEST SPEAKER SERIES: YOU CAN'T BE WHAT YOU CAN'T SEE.	

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

Identify the school-based MTSS leadership team.	
NA	
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it wo with other school teams to organize/coordinate MTSS efforts?	rk
NA	
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?	nt
NA	
-MTSS Implementation	
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematic science, writing, and behavior.	S,
NA	
Describe the plan to train staff on MTSS.	
NA	
Describe the plan to support MTSS.	
NA	
Literacy Leadership Team (LLT)	
-School-Based Literacy Leadership Team-	
Identify the school-based Literacy Leadership Team (LLT).	
Teachers:	
Ms. Sabrina Peoples, Chair Ms. Ruby McGinnis, Sec'y	
M. Vallery, principal C.Wright, Reading Coach	
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).	
Meets as a team bi-monthly	
What will be the major initiatives of the LLT this year?	
With all the new and innovative technological inventions, creating a love for reading books is our major initiative.	

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.

NA

*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.

Students begin each day in Intensive Reading. All teachers are responsible for approving the content whether whole group or individual assignments.

Workshops, staff development, IC "MY Learning Plan" provide Reading Strategies for the entire county, of which we are a part.

*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?

Career CHOICES

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?

One-ON-One teacher, student entry academic counseling sessions to determine where they are academically and what they can aspire to while they are here.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

NA NA

PART II: EXPECTED IMPROVEMENTS

Reading Goals

	on the analysis of studen provement for the following	nt achievement data, and reg group:	eference to "Guiding	Questions", identify and o	define areas in need		
readi		g at Achievement Level 3	Increased inten More focus on f	Increased intensive reading More focus on fluency Closer progress monitoring			
2012	Current Level of Perforr	mance:	2013 Expected	d Level of Performance:			
Borde	rline		Raise reading of	Raise reading one level			
	Pi	roblem-Solving Process t	o Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Rapid Transition	Abbreviated goal oriented lesson plans S.T.E.A.K. S State Objective T Tell students what you want them to do E Engage them in activity A Ask & Answer questions K Knowledge check	All Teachers	Evaluation: Standardized, Formal, Informal Application: Use of skills learned to help change lives	Star Reading, Math FCAT Teacher Generated Tests		
2							

	d on the analysis of studen provement for the following		eference to "Guidino	g Questions", identify and o	define areas in need		
Stude	lorida Alternate Assessr ents scoring at Levels 4, ing Goal #1b:		INCREASING RE	INCREASING READING RATE WITH FLUENCY			
2012	Current Level of Perforr	nance:	2013 Expected	d Level of Performance:			
20%	(12)		30% (12)	30% (12)			
	Pr	roblem-Solving Process	to Increase Stude	nt Achievement			
Anticipated Barrier Strategy R			Person or Position Responsible for Monitoring	osition Determine Evaluation Too			
1	Rapid Transition Everybody reading for specified period of time on a daily basis		All Teachers	Measurable gains on FCAT and teacher formal and informal testing with FAIR, PMRN data and STAR	ALL test results		

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

Based on the analysis of of improvement for the f		ata, and refe	rence to "G	uiding Questions", ident	ify and define areas in need	
2a. FCAT 2.0: Students Level 4 in reading. Reading Goal #2a:	chievement	READING COMPREHENSION AUTHOR'S POINT OF VIEW AUTHOR'S PURPOSE				
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	mance:	
20% (12)PER CLASS			30%(12) F	PER CLASS		
	Problem-Solving	Process to I	ncrease St	tudent Achievement		
Anticipated Barrier Strategy Posit Responsion			on or tion oonsible itoring	on Determine Effectiveness of Strategy		
		No Data	Submitted			
2b. Florida Alternate A Students scoring at or reading. Reading Goal #2b: 2012 Current Level of	above Achievement Le			ected Level of Perforr	mance:	
Anticipated Barrier	Posi Resp for	on or tion Determine Effectiveness of Strategy Process Used to Determine Evaluation Tool				
		No Data	Submitted			
of improvement for the f			MOTIVATIO	uiding Questions", ident ONAL EXERCISES TO RE WITH MNEMONIC DEVI		
2012 Current Level of	Performance:		2013 Expected Level of Performance:			
50% (12)PER CLASS			60% (12) PER CLASS			

Problem-Solving Process to Increase Student Achievement								
Anticipated Barrier	Per Pos icipated Barrier Strategy Res for Mor		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: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in VERY REPETITIVE EXERCISES IN PHONEMIC AWARENESS, PRONUNCIATION AND FLUENCY reading. PROGRESS MONITORING Reading Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 10% (5) PER CLASS 20% (5) PER CLASS Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of Strategy Monitoring No Data Submitted

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4:

2012 Current Level of Performance:

2013 Expected Level of Performance:

40% (5) PER CLASS

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	RAPID TRANSITION	BASIC SKILLS	ENDORSED TEACHER		LISTENING TO READING AND USING ENDORSEMENT TOOL FOR SCORING
2					

Based on Amb	itious but A	chievable Annual	Measurable (Objecti	ves (AMOs	s), AMO-2, F	Reading and M	lath Pe	erformance Target
	jectives (AN	ble Annual MOs). In six year hievement gap	Reading Goa	al #					_
Baseline data 2010-2011	2011-201	2 2012-2013	2013-2	014	2014-2015		2015-2016		2016-2017
		tudent achievem		d refere	ence to "G	uiding Ques	tions", identify	/ and (define areas in need
	an, America progress in	by ethnicity (Whan I ndian) not n							
2012 Current	Level of Pe	erformance:			2013 Exp	ected Leve	el of Performa	ance:	
		Problem-Sol	ving Proces	ss to I r	ncrease S	tudent Ach	ievement		
Anticipated E	Anticipated Barrier Strategy		Posit Resp for		on or tion ponsible Process U Determin Effective Strategy		е	Eval	luation Tool
			No	Data S	Submitted			'	
of improvemer	nt for the fol	lowing subgroup:		d refere	ence to "G	uiding Ques	tions", identify	/ and (define areas in need
5C. English La satisfactory p		earners (ELL) no reading.	ot making						
Reading Goal	#5C:								
2012 Current	Level of Pe	erformance:			2013 Exp	ected Leve	el of Performa	ance:	
		Problem-Sol	ving Proces	ss to Ir	ncrease S	tudent Ach	ievement		
Anticipated E	3arrier	Strategy		Perso Positi Respo for Monit	ion onsible	Process L Determin Effectiver Strategy	е	Eval	luation Tool
			No		Submitted	•			

of improvement for the t	following subgroup:				
5D. Students with Disa satisfactory progress	abilities (SWD) not making in reading.				
Reading Goal #5D:					
2012 Current Level of	Performance:		2013 Ехр	ected Level of Perforr	nance:
	Problem-Solving Prod	cess to I	ncrease St	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		
of improvement for the t	dvantaged students not m		ence to "Gu	uiding Questions", ident	ify and define areas in need
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	nance:
	Problem-Solving Prod	cess to I	ncrease St	tudent Achievement	
Anticipated Barrier	Strategy	Perso Posit Resp for Moni		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		

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

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

Reading Budget:

Evidence-based Program	m(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	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

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

2. Students scoring proficient in reading.

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.							
I. Students scoring proficient in listening/speaking.							
CELLA Goal #1:							
2012 Current Percent	2012 Current Percent of Students Proficient in listening/speaking:						
	Problem-Solving Proces	s to Increase S	tudent Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
	No	Data Submitted					

CELLA Goal #2:							
2012 Current Percent	of Students Proficient in re	eading:					
	Problem-Solving Proces	s to Increase S	tudent Achievement				
Anticipated Barrier	Per Pos ed Barrier Strategy Res for Moi		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 pro	3. Students scoring proficient in writing.						
CELLA Goal #3:							

3. Students scoring pr	oficient in writing.					
CELLA Goal #3:						
2012 Current Percent of Students Proficient in writing:						
	Problem-Solving Proce	ess to Increase S	Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted						

CELLA Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developmen	t		

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

End of CELLA Goals

Middle School Mathematics Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Command of the multiplication tables Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 20% (12) 50% (12) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Rapid Transition Abbreviated goal oriented All Teachers Evaluation: Standardized, Star Reading, Math lesson plans Formal, Informal S.T.E.A.K. S State Objective Application: Use of skills FCAT T Tell students what you learned to help change want them to do lives Teacher Generated E Engage them in activity Tests A Ask & Answer questions K Knowledge check

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. PRACTICE, PRACTICE, PRACTICE!! Mathematics Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 40% (12) 20% (12) PER CLASS Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool** Anticipated Barrier Strategy Responsible for Effectiveness of Monitoring Strategy Rapid Transition Mastery of multiplication Math Teachers FCAT, STAR, teacher All test results tables made tests

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

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

Mathematics Goal #2a:									
2012	Current Level of Pe	erforr	nance:		2013 Expected Level of Performance:				
		Pr	oblem-Solving Process	s to I i	ncrease St	uder	nt Achievement		
Antic	for			ion Petermine		uation Tool			
					Submitted				
	on the analysis of sprovement for the fol		t achievement data, and group:	refer	ence to "Gu	iiding	g Questions", identify	and o	define areas in need
Stude	lorida Alternate As ents scoring at or a ematics. ematics Goal #2b:		nent: Achievement Level 7 ir	٦					
2012	Current Level of Po	erforr	nance:		2013 Expected Level of Performance:				
		Pr	oblem-Solving Process	to I	ncrease St	uder	nt Achievement		
	Anticipated Bar	rier	Strategy	R	Person or Position esponsible Monitoring	for	Process Used to Determine Effectiveness of Strategy		Evaluation Tool
1	Rapid Transition		Provide more challenging work	g Ma	th Teacher	<u>5</u>	AR Test results		Star Math FCAT Teacher made informal Tests
	on the analysis of sprovement for the fol		t achievement data, and	refer	ence to "Gu	iiding	g Questions", identify	and o	define areas in need
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:			ng	MASTERY OF MULTIPLICATION TABLES					
2012 Current Level of Performance:				2013 Expe	ected	d Level of Performa	nce:		
20% ((5) PER CLASS				30% (5) PE	ER			
		Pr	oblem-Solving Process	to I	ncrease St	uder	nt Achievement		
	Anticipated Bar	rier	Strategy	R	Person or Position esponsible	for	Process Used to Determine Effectiveness of		Evaluation Tool

1	RAPID TRANSITION		ACTICE, PRACTICE, ACTICE	MA	TH TEACHE	R FCAT PRACTICES	FCAT RESULTS
2							
				d refer	ence to "Gu	uiding Questions", ident	tify and define areas in nee
	rovement for the fo orida Alternate As						
Percer	ntage of students						
	ematics.						
Mathe	ematics Goal #3b:						
2012 (Current Level of P	erformar	nce:		2013 Expe	ected Level of Perfori	mance:
		Prob	lem-Solving Proce	ss to I	ncrease St	udent Achievement	
				-	on or	Process Used to	
Antici	pated Barrier	Strateg	у	for	tion onsible toring	Determine Effectiveness of Strategy	Evaluation Tool
		1	Ni	1	Submitted	l	I
				- Bata			
	on the analysis of s rovement for the fo			d refer	ence to "Gu	uiding Questions", ident	tify and define areas in nee
	T 2.0: Percentage		ents in Lowest 25%	,			
	ematics Goal #4:	matrici	natics.				
2012 (Current Level of P	erformar	nce:		2013 Expe	ected Level of Perfor	mance:
		Prob	lem-Solving Proces	ss to I	ncrease St	udent Achievement	
				Perso	on or		
Antici	pated Barrier	Strateg	у	Posit Resp for	onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			A.I.		toring		
			No		toring Submitted		
			No				
Based		chievable		Data	Submitted), AMO-2, Reading and	Math Performance Target
			Annual Measurable Middle Scho	Data Object	Submitted		Math Performance Target

5A :

Baseline data 2010-2011	2011-201	2 2012-2013	2013-201	4 20	14-2015	2015-20)16	2016-2017
		student achievem llowing subgroup:		eference to "(Guiding Ques	stions", identi	fy and	define areas in ne
Hispanic, Asia	an, Americ	by ethnicity (Wh an Indian) not m n mathematics.						
Mathematics	Goal #5B:							
2012 Current	Level of P	erformance:		2013 Ex	pected Leve	el of Perform	nance:	
		Problem-Sol	ving Process	to Increase	Student Ack	nievement		
		1.100.0			1			
Anticipated E	Barrier	Strategy	P R fc	erson or osition esponsible or lonitoring	Process I Determin Effective Strategy	ne ness of	Eva	luation Tool
			'	ata Submitted				
of improvemer 5C. English La	nt for the fo	llowing subgroup: earners (ELL) no		eference to "(Guiding Ques	stions", identi	fy and	define areas in ne
		n mathematics.						
Mathematics	Goal #5C:							
2012 Current	Level of P	erformance:		2013 Ex	2013 Expected Level of Performance:			
		Problem-Sol	ving Process	to Increase	Student Ach	nievement		
Anticipated E	3arrier	Strategy	P R fc		Process I Determir Effective Strategy	ne ness of	Eva	luation Tool
				lonitoring ata Submitted				
			140 0					
		student achievem llowing subgroup:		eference to "(Guiding Ques	stions", identi	fy and	define areas in ne
5D. Students	with Disab	pilities (SWD) no mathematics.						
Mathematics	Goal #5D:							
2012 Current	Level of P	erformance:		2013 Ex	pected Leve	el of Perform	nance:	

						
	Problem-Solving Proce	ess to I	ncrease St	udent Achievement		
Anticipated Barrier	Strategy	Person Positing Person Positing Person Perso		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	lo Data S	Submitted			
Based on the analysis of s of improvement for the follow	tudent achievement data, ar lowing subgroup:	nd refer	ence to "Gu	uiding Questions", identify	y and define areas in n	
E. Economically Disadva satisfactory progress in	ntaged students not maki mathematics.	ing				
Mathematics Goal E:						
2012 Current Level of Pe	erformance:		2013 Expected Level of Performance:			
	Problem-Solving Proce	ess to I	ncrease St	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	lo Data S	Submitted			
				End of I	Middle School Mathematics	
				End of F	widare serioor watriernaties	
lorida Alternate As	sessment High Schoo	ol Mati	hematic	s Goals		
* When using percentages, ir	nclude the number of students t	the perce	entage repre	esents next to the percentag	ge (e.g., 70% (35)).	
Based on the analysis of s in need of improvement fo	tudent achievement data, ar r the following group:	nd refer	ence to "Gu	uiding Questions", identif	y and define areas	
1. Florida Alternate Asse Levels 4, 5, and 6 in ma	essment: Students scoring thematics.	g at				
Mathematics Goal #1:						
2012 Current Level of Pe	erformance:	20	13 Expecte	ed Level of Performance	e:	
	Problem-Solving Process t	to Incre	ease Stude	ent Achievement		

Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		
Based on the analysis in need of improvemen 2. Florida Alternate A or above Level 7 in m	t for the following gr Assessment: Stude	oup:	eference to	o "Guiding Questions",	identify and define areas
Mathematics Goal #2	2:				
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving	g Process to L	ncrease S	tudent Achievement	t

Person or

Responsible

Monitoring

Position

for

No Data Submitted

Process Used to

Effectiveness of

Evaluation Tool

Determine

Strategy

Based on the analysis o in need of improvement	f student achievement data for the following group:	ı, and r	eference t	o "Guiding Questions",	, identify and define areas
3. Florida Alternate Asmaking learning gains	ssessment: Percent of stu s in mathematics.	udents			
Mathematics Goal #3:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proce	ss to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Positi Resp	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N	o Data	Submitted		

High School Mathematics AMO Goals

Anticipated Barrier

Strategy

5A. Ambitious		ible Annual MOs). In six year	NA NA	oal #				_
		hievement gap						
by 0070.			5A :	1		ī	1	~
Baseline data 2010-2011	2011-201	2 2012-2013	2013-2014	201	4-2015	2015-2016	5 2016-201	17
		student achieveme lowing subgroup:	ent data, and re	ference to "C	Guiding Ques	stions", identify	and define areas ir	need
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.				ETHNICIT * INABILI	LACK OF EXPOSURE AND TRUANCY APPLIES TO ALL ETHNICITIES: * INABILITY TO READ * INAAILITY TO THINK AND REASON			
Mathematics	Mathematics Goal #5B:				TY TO ANAL	LYZE AND SYNTI	HESIZE	
2012 Current	2012 Current Level of Performance:				pected Leve	el of Performai	nce:	
20% (15)	20% (15)				50% (15)			
		Problem-Sol	ving Process to	Increase S	Student Ach	nievement		
Anticipated B	Anticipated Barrier Strategy Posi for			rson or sition sponsible nitoring	on Determine Effectiveness of Strategy			
			No Da	a Submitted				
		student achieveme lowing subgroup:	ent data, and re	ference to "C	Suiding Ques	stions", identify	and define areas ir	need
		earners (ELL) no mathematics.	t making					
Mathematics	Goal #5C:							
2012 Current	Level of Pe	erformance:		2013 Ex	2013 Expected Level of Performance:			
		Problem-Sol	ving Process to	Increase S	Student Ach	nievement		
Anticipated B	Sarrier	Strategy	Po Re for	rson or sition sponsible nitoring	Process Unetermine Effective Strategy	ne ness of	Evaluation Tool	
				a Submitted	1		•	

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

5D. Students with Disabilities (SWD) not making

of improvement for the following subgroup:

satisfactory progress in	mathematics.					
Mathematics Goal #5D:						
2012 Current Level of Pe	erformance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	ss to I	ncrease St	tudent Achievement		
Anticipated Barrier	Posinticipated Barrier Strategy Resp. for		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data S	Submitted			
Based on the analysis of s of improvement for the fol	tudent achievement data, and lowing subgroup:	d refer	ence to "Gi	uiding Questions", identify	and define areas in need	
E. Economically Disadva satisfactory progress in	intaged students not makir mathematics.	ng				
Mathematics Goal E:						
2012 Current Level of Pe	erformance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	ss to I	ncrease St	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

Monitoring

No Data Submitted

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

1. Students scoring at Achievement Level 3 in Algebra.

Algebra Goal #1:

GEAR LESSON PLANS TO INCLUDE BASIC AND ADVANCED ALGEBRAIC CONCEPTS CONCENTRATE ON TRANSFERRING FROM VERBAL PROBLEMS TO NUMERICAL VALUES

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

	Pro	blem-Solving Process t	to Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Rapid Transition	Abbreviated goal oriented lesson plans S.T.E.A.K. S State Objective T Tell students what you want them to do E Engage them in activity A Ask & Answer questions K Knowledge check	All Teachers	Standardized, Formal, Informal Application: Use of skills learned to help change	Star Reading, Math FCAT Teacher Generated Tests

	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.						
Algebra Goal #2:						
2012 Current Level of	Performance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement		
Anticipated Barrier Strategy Posit Resp		on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	No	Data :	Submitted			

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

1. Students scoring at Achievement Level 3 in Geometry.

Geometry Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

20% (15)

Problem-Solving Process to Increase Student Achievement

Person or Process Used to

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

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Rapid Transition	Hands on manipulatives		OBSERVATION, PERFORMANCE AND	Fcat, STAR, TEACHER MADE FORMAL AND INFORMAL TOOLS
2					

	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas need of improvement for the following group:					
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.						
Geometry Goal #2:						
2012 Current Level of	Performance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data :	Submitted			

End of Geometry EOC Goals

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

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

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

Mathematics Budget:

Evidence-based 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

			C
			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 Mathematics Goals

Elementary and Middle School Science Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and defi

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.					
Science Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solving Proces	ss to I	ncrease S	itudent Achievement	
Anticipated Barrier	pated Barrier Strategy Pos for		on or tion oonsible 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:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				

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

	ased on the analysis of student achievement data, and reference to "Guiding Questions", identify and define reas in need of improvement for the following group:					
2a. FCAT 2.0: Student	ts scoring at or above					
Achievement Level 4	in science.					
Science Goal #2a:						
2012 Current Level of Performance:			2013 Exp	pected Level of Perform	mance:	
	Problem-Solving Process	s to I	ncrease S	Student Achievement		
Anticipated Barrier	Strategy	Pers Posi Resp for Mon		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:				
2b. Florida Alternate Students scoring at c in science. Science Goal #2b:	Assessment: or above Achievement I	Level 7			
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Proc	cess to L	ncrease S	Student Achievemer	nt
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No Data Submitted				

Florida Alternate Assessment High School Science Goals

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

Based on the analysis areas in need of impro			d reference	e to "Guiding Question:	s", identify and define
1. Florida Alternate <i>A</i> at Levels 4, 5, and 6		its scoring			
Science Goal #1:					
2012 Current Level o	f Performance:		2013 Exp	pected Level of Perfo	ormance:
	Problem-Solving F	Process to I	ncrease S	Student Achievemen	t
		Pers	son or		
Anticipated Barrier	Strategy	Posi Res for	ition ponsible litoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
Based on the analysis areas in need of impro			d reference	e to "Guiding Question:	s", identify and define
2. Florida Alternate <i>A</i> at or above Level 7 in		its scoring			
Science Goal #2:					
2012 Current Level o	of Performance:		2013 Expected Level of Performance:		
	Problem-Solving F	Process to I	ncrease S	Student Achievemen	t
		Pers	son or	Process Used to	
Anticipated Barrier	Strategy	Res for	ition ponsible litoring	Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted	•	
iology End-of-Co	urse (EOC) Goal	ls			
When using percentage	es, include the number o	of students th	ne percentag	ge represents (e.g., 70%	S (35)).
Based on the analysis areas in need of impro	of student achieveme vement for the followi	ent data, and ing group:	d reference	e to "Guiding Question:	s", identify and define
1. Students scoring a Biology.	at Achievement Leve	el 3 in			
Biology Goal #1:					

2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier		Position Responsible		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:					
Students scoring at or above Achievement Levels 4 and 5 in Biology.					
Biology Goal #2:					
2012 Current Level of Performance:		2013 Exp	pected Level of Perfo	ormance:	
	Problem-Solving Proces	ss to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No Data Submitted				

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

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

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

End of Science Goals

Writing Goals

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

9	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:			CLARIFY DIFFERENCES BETWEEN THE THREE MAJOR TYPES/REASONS FOR WRITING: PERSUASIVE, EXPOSITORY AND NARRATIVE			
2012 Current Level of Performance:			2013 Expected Level of Performance:			
10% (15)			50% (15)			
	Problem-Solving Process	s to I	ncrease S	tudent Achievement		
Anticipated Barrier Strategy Resp for		son or process Used to Determine Effectiveness of Strategy Evaluation To		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:				
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	PRESENT WITH GREATER, MORE CHALLENGING READING MATERIAL			
2012 Current Level of Performance:	2013 Expected Level of Performance:			

5% (20)					
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					

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

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

Writing Budget:

Evidence-based Progr			ما ما ما انمید ۸
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 Developn	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 Writing Goals

* Whe	n using percentages,	include the number of s	students the	percentage i	repres	sents (e.g., 70% (35)).	
		student achievement or the following group		reference to	o "Gu	iding Questions", id	entify	y and define areas
1. St	udents scoring at a	Achievement Level	3 in Civics					
Civic	s Goal #1:							
2012	Current Level of F	Performance:		2013 Exp	ecte	d Level of Perform	ance	e:
		Problem-Solving P	Process to I	ncrease S	tude	nt Achievement		
	Anticipated Barr	rier Strateg	y R	Person o Position esponsible Monitorin	e for	Process Used t Determine Effectiveness of Strategy		Evaluation Tool
1	Rapid Transition	Abbreviated godoriented lesson S.T.E.A.K. S State Objecti T Tell students you want them E Engage them activity A Ask & Answer questions K Knowledge ch	plans ive what to do in	Teachers		Evaluation: Standardized, Form Informal Application: Use of learned to help cha lives	skills	Star Reading, Math FCAT Teacher Generated Tests
		'	'					
		student achievement or the following group		reference to	o "Gu	iding Questions", id	entify	y and define areas
4 and	udents scoring at odd 5 in Civics. s Goal #2:	or above Achievem	ent Levels					
2012	Current Level of F	Performance:		2013 Exp	ecte	d Level of Perform	ance) :
		Problem-Solving P	Process to I	ncrease S	tude	nt Achievement		
Antio	cipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Dete Effe	cess Used to ermine ctiveness of tegy	Eval	uation Tool

No Data Submitted

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

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

Civics Budget:

Evidence-based Progra	arri(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 Civics Goals

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

1	d on the analysis of studeed of improvement for th	ent achievement data, ar e following group:	nd reference to "Gu	uiding Questions", identii	fy and define areas
Students scoring at Achievement Level 3 in U.S. History.					
U.S. I	History Goal #1:				
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performanc	e:
	Pro	blem-Solving Process	to Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Rapid Transition	Abbreviated goal oriented lesson plans	All Teachers	Evaluation: Standardized, Formal,	Star Reading, Math

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

S.T.E.A.K. S State Objective T Tell students what you want them to do E Engage them in activity A Ask & Answer questions K Knowledge check	Informal Application: Use of skills learned to help change lives FCAT Teacher Generated Tests
--	--

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible Evaluation Tool Effectiveness of for Strategy Monitoring No Data Submitted

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

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

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

U.S. History Budget:

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

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis o of improvement:	f attendance data, and refe	rence	to "Guidin	g Questions", identify	and define areas in need	
1. Attendance						
Attendance Goal #1:						
2012 Current Attendance Rate:			2013 Expected Attendance Rate:			
2012 Current Number of Students with Excessive Absences (10 or more)			2013 Expected Number of Students with Excessive Absences (10 or more)			
2012 Current Number Tardies (10 or more)	of Students with Excessiv	'e	2013 Expected Number of Students with Excessive Tardies (10 or more)			
	Problem-Solving Proces	s to I	ncrease S	tudent Achievemen	t	
Anticipated Barrier	Strategy	Posi ⁻ Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted					

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

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

Attendance Budget:

Evidence-based Progra			Available
Strategy	Description of Resources	Funding Source	Awaiiable
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 Attendance Goal(s)

Suspension Goal(s)

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

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

2012 Number of Out-of-School Suspensions			2013 Exp Suspensi	pected Number of Out ons	t-of-School
2012 Total Number of Students Suspended Out-of- School			2013 Expected Number of Students Suspended Out- of-School		
	Problem-Solving	g Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
DETERMINED BY AVAILABILITY OF NEEDED TRAINING FROM SBAC INFINITE CAMPUS	6-12		AS REQUESTED AS NEEDED	TBD	TBD	SBAC EMPLOYEE

Suspension Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Developm	nent		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

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

Based on the analysis of parent involvement data, and reference in need of improvement:				"Guiding Questions", ide	ntify and define areas
1. Dropout Prevention					
Dropout Prevention Go	Dropout Prevention Goal #1:				
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.					
2012 Current Dropout	Rate:		2013 Expected Dropout Rate:		
2012 Current Graduati	on Rate:		2013 Expected Graduation Rate:		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Posit For		on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

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

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

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

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Based on the analysis of in need of improvement:	f parent involvement data, a	and re	ference to	"Guiding Questions", id	entify and define areas
1. Parent Involvement	t				
		HOLD BI-ANNUAL OPEN HOUSE FOR PARENTS. SHARE GOALS AND ASPIRATIONS FOR THEIR CHILD.			
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
5% (25)			30% (25)		
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		

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

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

End of Parent Involvement Goal(s)

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

* When using percentages	, include the number	of students the	percentage	represents	(e.g.,)	70% (35)).
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Based on the analysis of school data, identify and define areas in need of improvement:							
1. STEM							
STEM Goal #1:							
	Problem-Solving Process to Increase Student Achievement						
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted							

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

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

STEM Budget:

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:						
1. CTE CTE Goal #1:	PROVIDE MORE OPPORTUNITY FOR CAREER EDUCATION					
Problem-Solving Process to Increase Student Achievement						

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

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

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

CTE 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

Additional Goal(s)

MORE COMMUNITY INVOLVEMENT, PARTICULARLY IN THE AREA OF "MENTORING"

GREATER INVOLVEMENT OF STUDENTS IN DECISION MAKING PROCESS THAT IMPACTS THEIR LIVES Goal:

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. MORE COMMUNITY INVOLVEMENT, PARTICULARLY IN THE AREA OF "MENTORING" GREATER INVOLVEMENT OF STUDENTS IN DECISION MAKING PROCESS THAT IMPACTS THEIR LIVES Goal TO GIVE VOICE TO THOSE WHO ARE POPULATING OUR MORE COMMUNITY INVOLVEMENT, PARTICULARLY IN FACILITIES THE AREA OF "MENTORING" GREATER INVOLVEMENT OF STUDENTS IN DECISION MAKING PROCESS THAT IMPACTS THEIR LIVES Goal #1: 2012 Current level: 2013 Expected level: PRACTICALLY NONEXISTENT 5% (25) INCREASE INVOLVEMENT 20% (100) Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy PERPETUATION OF RAPID TRANSITION **BECOME ENTIRE SURVEYS** EDUCATION KNOWLEDGEABLE OF ORGANIZATION ESTABLISHED STAFF COMMUNITY **ORGANIZATIONS** LEARN HOW TO INTERFACE WITH OTHER ORGANIZATIONS SOUND AND THOROUGH SURVEYS TIME & EXTRA DUTY FIRST SEEK ADMIN. STAFF CONSTRAINTS **VOLUNTEERS** ORGANIZATION AND ORGANIZATIONAL PLANNING GROWTH

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

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

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

Budget:

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

End of MORE COMMUNITY INVOLVEMENT, PARTICULARLY IN THE AREA OF "MENTORING"

GREATER INVOLVEMENT OF STUDENTS IN DECISION MAKING PROCESS THAT IMPACTS THEIR LIVES Goal(s)

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 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



Are you a reward school: † Yes † No

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

No Attachment (Uploaded on 11/29/2012)

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.



If NO, describe the measures being taken to Comply with SAC Requirement

Describe projected use of SAC funds	Amount
No data submitted	

AYP DATA

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

SCHOOL GRADE DATA

No Data Found No Data Found No Data Found