

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

School Name: HALLANDALE ADULT/COMMUNITY CENTER

District Name: Broward

Principal: Dr. Linda Lopez

SAC Chair: Dr. Mary Ellen Hambright

Superintendent: Robert Runcie

Date of School Board Approval: 12/4/12

Last Modified on: 10/23/2012

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### 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)
					<p>School grades:</p> <p>2011-2012: Based on the 2012 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 7th grade students decreased by 4%, 8th grade students increased by 1%, 9th grade students decreased by 4%, 10th grade students remained at 3%. Based on the 2012 Writing FCAT results, proficiency (level 3 or above) levels are as follows: 55% of 8th grade students were proficient, 67% of 10th grade students were proficient. Based on the 2012 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency. The 2012 mean score for the 11th grade students on the Geometry EOC was 39 with 20% achieving proficiency with a level 3 or higher. Based on the 2012 Science FCAT results, proficiency (level 3 or higher) 8th grade students increased by 3%. 18% of students</p>

	Principal	Dr. Linda Lopez	Doctorate/ Educational Leadership	17	28	<p>tested on the Biology EOC exam achieved proficiency (level 3 or higher).</p> <p>2010-2011: Based on the 2011 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 10th grade students decreased by 3%, 8th grade students increased by 2%. Based on the 2011 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 8th grade students increased by 7%, 10th grade students increased by 6%. Based on the 2011 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency, 14% of 10th grade students were proficient. Based on the 2011 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 2%, 10th grade students increased by 4%.</p> <p>2009-2010 Based on the 2010 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 9% of 8th grade students were proficient, 8% of 10th grade students were proficient. Based on the 2010 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 25% of 8th grade students were proficient, 48% of 10th grade students were proficient. Based on the 2010 Math FCAT results, proficiency (level 3 or above) levels are as follows: 8th grade students increased 7%, 10th grade students decreased by 4%. Based on the 2010 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 1%, 0% of 10th grade students achieved proficiency.</p>
	Assis Principal	Wylie Howard	Masters/ Educational Leadership	1	9	<p>School grades:</p> <p>2011-2012: Based on the 2012 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 7th grade students decreased by 4%, 8th grade students increased by 1%, 9th grade students decreased by 4%, 10th grade students remained at 3%. Based on the 2012 Writing FCAT results, proficiency (level 3 or above) levels are as follows: 55% of 8th grade students were proficient, 67% of 10th grade students were proficient. Based on the 2012 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency. The 2012 mean score for the 11th grade students on the Geometry EOC was 39 with 20% achieving proficiency with a level 3 or higher. Based on the 2012 Science FCAT results, proficiency (level 3 or higher) 8th grade students increased by 3%. 18% of students tested on the Biology EOC exam achieved proficiency (level 3 or higher).</p> <p>2010-2011: Based on the 2011 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 10th grade students decreased by 3%, 8th grade students increased by 2%. Based on the 2011 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 8th grade students increased by 7%, 10th grade students increased by 6%. Based on the 2011 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency, 14% of 10th grade students were proficient. Based on the 2011 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 2%, 10th grade students increased by 4%.</p> <p>2009-2010 Based on the 2010 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 9% of 8th grade students were proficient, 8% of 10th grade students were proficient.</p>

					<p>Based on the 2010 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 25% of 8th grade students were proficient, 48% of 10th grade students were proficient.</p> <p>Based on the 2010 Math FCAT results, proficiency (level 3 or above) levels are as follows: 8th grade students increased 7%, 10th grade students decreased by 4%.</p> <p>Based on the 2010 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 1%, 0% of 10th grade students achieved proficiency.</p>
Assis Principal	Bardetta Haygood	Masters/ Educational Leadership	3	8	<p>School grades:</p> <p>2011-2012: Based on the 2012 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 7th grade students decreased by 4%, 8th grade students increased by 1%, 9th grade students decreased by 4%, 10th grade students remained at 3%.</p> <p>Based on the 2012 Writing FCAT results, proficiency (level 3 or above) levels are as follows: 55% of 8th grade students were proficient, 67% of 10th grade students were proficient.</p> <p>Based on the 2012 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency. The 2012 mean score for the 11th grade students on the Geometry EOC was 39 with 20% achieving proficiency with a level 3 or higher.</p> <p>Based on the 2012 Science FCAT results, proficiency (level 3 or higher) 8th grade students increased by 3%. 18% of students tested on the Biology EOC exam achieved proficiency (level 3 or higher).</p> <p>2010-2011: Based on the 2011 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 10th grade students decreased by 3%, 8th grade students increased by 2%.</p> <p>Based on the 2011 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 8th grade students increased by 7%, 10th grade students increased by 6%.</p> <p>Based on the 2011 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency, 14% of 10th grade students were proficient.</p> <p>Based on the 2011 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 2%, 10th grade students increased by 4%.</p> <p>2009-2010 Based on the 2010 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 9% of 8th grade students were proficient, 8% of 10th grade students were proficient.</p> <p>Based on the 2010 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 25% of 8th grade students were proficient, 48% of 10th grade students were proficient.</p> <p>Based on the 2010 Math FCAT results, proficiency (level 3 or above) levels are as follows: 8th grade students increased 7%, 10th grade students decreased by 4%.</p> <p>Based on the 2010 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 1%, 0% of 10th grade students achieved proficiency.</p>
					<p>School grades:</p> <p>2011-2012: Based on the 2012 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 7th grade students decreased by 4%, 8th grade students increased by 1%, 9th grade students decreased by 4%, 10th grade students remained at 3%.</p> <p>Based on the 2012 Writing FCAT results, proficiency (level 3 or above) levels are as follows: 55% of 8th grade students were proficient, 67% of 10th grade students were proficient.</p>

	Assis Principal	Samuel Mackey	Masters/ Educational Leadership	3	3	<p>Based on the 2012 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency. The 2012 mean score for the 11th grade students on the Geometry EOC was 39 with 20% achieving proficiency with a level 3 or higher.</p> <p>Based on the 2012 Science FCAT results, proficiency (level 3 or higher) 8th grade students increased by 3%. 18% of students tested on the Biology EOC exam achieved proficiency (level 3 or higher).</p> <p>2010-2011: Based on the 2011 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 10th grade students decreased by 3%, 8th grade students increased by 2%. Based on the 2011 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 8th grade students increased by 7%, 10th grade students increased by 6%. Based on the 2011 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency, 14% of 10th grade students were proficient.</p> <p>Based on the 2011 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 2%, 10th grade students increased by 4%.</p> <p>2009-2010 Based on the 2010 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 9% of 8th grade students were proficient, 8% of 10th grade students were proficient.</p> <p>Based on the 2010 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 25% of 8th grade students were proficient, 48% of 10th grade students were proficient.</p> <p>Based on the 2010 Math FCAT results, proficiency (level 3 or above) levels are as follows: 8th grade students increased 7%, 10th grade students decreased by 4%.</p> <p>Based on the 2010 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 1%, 0% of 10th grade students achieved proficiency.</p>
	Assis Principal	Kathleen Doody	Masters/ Educational Leadership	26	19	<p>School grades:</p> <p>2011-2012: Based on the 2012 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 7th grade students decreased by 4%, 8th grade students increased by 1%, 9th grade students decreased by 4%, 10th grade students remained at 3%.</p> <p>Based on the 2012 Writing FCAT results, proficiency (level 3 or above) levels are as follows: 55% of 8th grade students were proficient, 67% of 10th grade students were proficient.</p> <p>Based on the 2012 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency. The 2012 mean score for the 11th grade students on the Geometry EOC was 39 with 20% achieving proficiency with a level 3 or higher.</p> <p>Based on the 2012 Science FCAT results, proficiency (level 3 or higher) 8th grade students increased by 3%. 18% of students tested on the Biology EOC exam achieved proficiency (level 3 or higher).</p> <p>2010-2011: Based on the 2011 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 10th grade students decreased by 3%, 8th grade students increased by 2%. Based on the 2011 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 8th grade students increased by 7%, 10th grade students increased by 6%. Based on the 2011 Math FCAT results, proficiency (level 3 or above) levels are as follows: 13% of 8th grade students achieved proficiency, 14% of 10th grade students were proficient.</p> <p>Based on the 2011 Science FCAT results,</p>

				<p>proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 2%, 10th grade students increased by 4%.</p> <p>2009-2010 Based on the 2010 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 9% of 8th grade students were proficient, 8% of 10th grade students were proficient. Based on the 2010 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 25% of 8th grade students were proficient, 48% of 10th grade students were proficient. Based on the 2010 Math FCAT results, proficiency (level 3 or above) levels are as follows: 8th grade students increased 7%, 10th grade students decreased by 4%. Based on the 2010 Science FCAT results, proficiency (level 3 or higher) levels are as follows: 8th grade students increased by 1%, 0% of 10th grade students achieved proficiency.</p>
--	--	--	--	---

## INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Dr. Mary Ellen Hambright	<p>Doctorate/Education</p> <p>Masters/Reading Certification:</p> <p>Ed Leadership/Reading/</p> <p>El Education</p>	13	13	<p>Prior Performance:</p> <p>2011-2012: Based on the 2012 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 7th grade decreased by 4%, 8th grade increased by 1%, 9th grade decreased by 4%, 10th grade remained at 3%. Based on the 2012 Writing FCAT results, proficiency (level 3 or above) levels are as follows: 55% of 8th grade students were proficient, 67% of 10th grade students were proficient.</p> <p>2010-2011: Based on the 2011 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 10th grade students decreased by 3%, 8th grade students increased by 2%. Based on the 2011 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 8th grade increased by 7%, 10th increased by 6%.</p> <p>2009-2010 Based on the 2010 Reading FCAT results, proficiency (level 3 or above) levels are as follows: 9% of 8th grade students were proficient, 8% of 10th grade students were proficient. Based on the 2010 Writing FCAT results, proficiency (level 4.0 or above) levels are as follows: 25% of 8th grade students were proficient, 48% of 10th grade students were proficient.</p>

## 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 timely certification information to staff members	Assistant Principal	Ongoing, 2012-2013	

2	Site-based collaborative support team for Reading Endorsement	Reading Coach	Ongoing, 2012-2013	
3	New Educator Support System	Reading Coach	Ongoing, 2012-2013	
4	Recruitment via Job Fair and Resume Review	Principal	Ongoing, 2012-2013	

## Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

## Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
40	2.5%(1)	37.5%(15)	30.0%(12)	30.0%(12)	60.0%(24)	100.0%(40)	22.5%(9)	5.0%(2)	70.0%(28)

## 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
Dr. Mary Ellen Hambright	Dr. Warren Brown	Orientation/Support: Experienced mentor is paired with teacher who is new to the alternative high school environment to aid teacher in transition to the setting.	Mentor/Mentee conferences Classroom modeling and observation
Marcia Dupree	Ebony Valentine	Teacher has 0-5 years of experience. Experienced teacher is paired to provide mentee with support in her transition to the academy middle school environment.	-Classroom visits/observations -Mentor/mentee conferences as needed -Coaching and training recommendations as needed

## 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 (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school based MTSS/RtI Leadership Team is comprised of the administrative team (Principal, Intern Principals, Community School Administrator, Assistant Principals), Guidance Director and Guidance Counselors, Department Chairpersons (Math,

Science, English and Language Arts, Media Specialist), Reading Coach, Social Worker, ESE Specialist, ESOL Liaison, the School Psychologist, and referring teachers.

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?

Administrators will coordinate and facilitate meetings on a weekly basis, with Guidance Counselor serving as case manager.

Teachers conduct bi-weekly meetings with their department members to communicate information, assess data, identify areas of need and provide feedback. Once a referral is made to the team, the ESE Specialist works with the Guidance Counselor to initiate the meeting and assign tasks to the RtI Team members. The student's problem is categorized as behavioral or academic, the plan-inclusive of appropriate interventions is developed, and monitoring begins. The team reviews student progress weekly and makes recommendations for modifications to the plan.

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 Leadership Team members are actively involved in the development and implementation of the School Improvement Plan. They work collaboratively to assure that the unique needs of the at-risk students served are addressed on an individual basis. Members of the team continuously collaborate on the revision of the school improvement plan as needed, with specific attention to the reduction of suspensions and chronic absenteeism.

## 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.

Tier 1 interventions include progress monitoring through observation, parent conferences, TERMS data, grades, progress reports, attendance reports, disciplinary records, teacher anecdotes and records.

Tier 2 interventions include data sources from Tier 1 along with individual academic and behavioral strategies/interventions, formal observations, and progress monitoring reports.

Tier 3 interventions include data sources noted in Tier 1 and Tier 2 along with more individualized academic and behavioral strategies and interventions.

Describe the plan to train staff on MTSS.

The school guidance counselor/MTSS case manager along with the school psychologist will present a training for the staff to address any questions about the RtI process. Staff are trained on behaviors targeted for intervention and expectations that are taught when dealing with students. Teachers receive an overview of the referral process, implementation of and monitoring of interventions, as well as continual review of CHAMPS skills and strategies.

Describe the plan to support MTSS.

The Multi-Tiered System is supported through regular professional development, team meetings and direct support from the administrative team. The principal and assistant principals monitor the process and meet with the Leadership Team and appropriate staff to ensure fidelity of implementation of the essential layers of support.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

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

The LLT is comprised of the Principal, Reading Coach, Assistant Principals, Guidance Department Head, ESE Specialist, ELL Representative, Media Specialist, Reading Teachers, and Mathematics Department Chairperson.

Members of the team are selected based on their expertise in reading and mathematics literacy.

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



The Literacy Leadership Team is a team inclusive of administration and guidance counselors who work directly with students to direct their academic career. The Reading Coach and the ESE Specialist are included to ensure alignment with ESE protocols. The ELL Representative is included to ensure that ELL students' instructional needs are met. The Media Specialist and Reading Teachers are assigned roles to support the careful review of day-to-day classroom instructional practices and long term planning. Monthly meetings are held to communicate important information and data relevant to student achievement. Reading teachers conduct bi-weekly meetings within their department to communicate information, assess data, identify areas of need and provide feedback on students' reading progress. The Literacy Team communicates by email regarding student reading and mathematics progress and/or placement. All members of the LLT work within their department area and as a functioning team to assure that the unique literacy needs of the at-risk students whom we serve are addressed on an individual basis. Monitoring of the implementation of the teacher's literacy instruction is primarily through the instructional observation by the administrative staff and department chairs. Members of the team collaborate with the RtI Team on the revision of the school improvement plan as needed to met the academic needs of all students.

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

The School-Based Literacy Leadership Team continues to work collaboratively to assure that the unique literacy needs of the at-risk students served are addressed on an individual basis. The LLT conducts an analysis of the strands/clusters and student performance on the 2012 FCAT Reading 2.0 Assessment. The Reading coach conducts a training to share student performance information with all staff members and provide training on instructional strategies to address student's specific area of need. The team will evaluate a 3-year trend analysis for the students and the school. For the 2012-2013 year, HACC will utilize the BASI/Virtual Counselor database for Reading teachers to record students DAR and FORF assessments. Scores are immediately accessible to teachers and teachers are trained on the DAR and FORF assessment results. Students will be monitored through the use of mastery checks, BAT and TABE. Student data will be made available to the teachers and the literacy team for use with CWT. The Literacy Team will provide teachers with data indicating which students need remediation in a specific area of literacy.

Additionally, the teachers will utilize differentiated and individualized instruction to remediate Tier 2 and Tier 3 students' literacy skills. Tier 2 students literacy instruction will include small-group sessions, and more intense instruction, using scientifically based reading programs to provide improvement in decoding and fluency skills. Tier 3 students' academic plan will include individualized and more intense instruction in decoding, fluency, and mathematical skills. Teachers will implement instructional strategies that ensure remediation and differentiation is delivered across the curriculum.

A comprehensive in-service on RtI and school literacy data will be given during the first weeks of school.

The Literacy Team will continue to communicate with the RtI Team to assure that the reading and mathematics literacy needs of students are addressed across the curriculum.

## 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.

Teachers are trained in key literacy strategies that are a part of the school-wide reading and mathematics literacy plan. iObservation will be the primary vehicle of accountability to ensure appropriate application of literacy strategies. Training occurs throughout the school year on a weekly basis. The trainings, facilitated by the school's reading coach, target all teachers in all subject areas and align with CCSS. The weekly sessions focus on a specific strategy, highlight the research associated with the strategy, present the strategy in action, and provide teachers with opportunities to experience what the students will experience in the classroom as the strategy is both modeled and applied.

In addition to the weekly literacy trainings, the Reading Coach will meet with the ELA and Mathematics CCSS PLC facilitators to aid in the consistent infusion of reading strategies training into the PLC meetings.

### \*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?

An increase in research class offerings as well as current class offerings in Personal, School and Career Development provides opportunities for students to see the clear connection between school and career. The efforts of the BRACE Advisor enhance classroom opportunities for students in clearly seeing the continuum between school and career. A unique VIP Share Time program with the district's technical centers gives students preferred access to several vocational credential earning pathways. Students are provided with support for entry exams, course remediation and transportation between campuses.

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?

Incoming 9th graders have completed an online inventory to identify areas of career interests. Students, grades 9-11, reevaluate their career goals annually. Upon entry into the school, career interests are discussed with students and counselors and this information is placed on the student's individualized schedule so that all teachers and support personnel are aware of individual career plans for students. After the completion of each half credit, students meet with a guidance counselor and together select additional course offerings and modify the student's schedule as well as reassess career plans. Teachers in each subject area have students explore a career related to that subject area and assist students in making the connection between what has been learned in the course with what is required in the researched career. An ACT Test prep program is offered for students before taking the exam. The state's new Florida Virtual Campus website is utilized for post-secondary planning. Students attend the District's annual College Fair to explore their post-secondary academic opportunities. Ongoing reviews are conducted to assure the student's course of study is meaningful and relevant to the world of work.

## Postsecondary Transition

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

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

The school's principal attends monthly meetings with Technical School Directors to assess post-secondary student needs and to develop plans to address student readiness for post-secondary education. Data is analyzed and shared with members of the school's Leadership Team. District data provides reports that document students who have elected to pursue post-secondary education. The school has initiated Share Time "VIP" opportunities with the district's Technical Centers. Guidance Counselors assist students in completing the AGP, which focuses on academic and career planning, which improves student readiness for post-secondary opportunities and training.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	Areas in need of improvement include: vocabulary, reading application, literary analysis, informational text, and the research process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students scoring in Level 3 are as follows: Grade 10-- 3% (1) Grade 9-- 2% (1) Grade 8-- 11% (7) Grade 7-- 0 (DOE Data) Overall, 5.7% of students scored at Level 3.(District Data)	By June 2013, the expected level of performance will increase by 3%.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic absenteeism  Patterns of non-attendance	-- Teachers/Tutors provide 1:1 tutoring -- Student/parent contact via phone when a pattern of absenteeism develops -- Teachers/Tutors/Social Worker support students who demonstrate continued concerns with attendance.	Teachers/tutors Administrators	Ongoing review of progress monitored via Pinnacle.	Attendance records Test of Adult Basic Education (TABE)
2	Variations in learning deficiencies among the transient population	Teachers use BEEP instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	Reading Coach Department Chairs Guidance Data Specialist	TABE identifies areas of weakness and measures incremental growth	TABE
3	Issues associated with Teen Parenting--frequent absenteeism, limited time for academic study, high social needs.	Teen Parents meet with Teen Parent Review Team quarterly to review academic progress, social needs, and the progress of their young.  Teen Parents participate in monthly Learning Communities featuring topics that address the myriad issues that tend to limit their success.	Administrator Social Worker Behavior Specialist Select Teachers Child Development Leaders	Progress Review aids in determining each student's academic improvement. Monitor Attendance	Teen Parent Progress Monitoring Database
4	External or at-home issues	MTSS/RtI Team identify students who may need services of the School Social Worker or outside agency support due to academic struggles	Administrator Social Worker Behavior Specialist	Progress Review by MTSS/RtI Team	SSW Referral Outcomes Documentation TABE Results for targeted students

		associated with out of school distractions.			
5	Significant Reading Deficiencies	Students take mini-assessments to determine specific areas of need as well as receive individualized and small group instruction to remediate specific reading deficiencies	Reading Coach	Assessment results reviewed by reading coach and classroom teachers to determine prescriptive remediation	Mini-Assessment Results FCAT Reading 2.0

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

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

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:	Areas in need of improvement include vocabulary, reading application, literary analysis, informational text analysis and the research process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
1.7%, or 3 students scored at or above Achievement Level 4 in reading. (District Data) Accordingly, each grade level is as follows (DOE Data): 10th--0; 9th--2% (1); 8th--2% (1); 7th--8% (1)	By June 2013, students scoring at or above Level 4 will increase by 2%.

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	Limited opportunities for enrichment, support and reinforcement	Provide students with individualized instruction at their level of performance that includes enrichment activities for beyond the school day.	-- Reading Coach -- Department Chairperson -- Classroom Teacher	TABE assessments for diagnostic information and interim measures of growth  Review of student ILPs (Independent Learning Plans)	-- Mini-Assessments -- TABE -- Teacher Observation
	Transient population, no consistent pattern of achievement among students who elect to	Academic planning (high school and post secondary) for students who enter HACC with	Reading Coach Guidance Counselors	Individualized student learning plans will be monitored	FCAT ACT/SAT TABE post-secondary

2	attend.	Level 3. Planning will include conferencing on Dual Enrollment at BC and Share Time with Sheridan Tech.		planning tools
---	---------	---	--	----------------

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:	Areas in need of improvement include vocabulary, reading application, literary analysis, informational text analysis, and the research process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (1/3) Source: District provided SIP data.	By June 2013, an additional 2% of students who have attended a minimum of 90 days of instruction will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The state's definition of Learning Gains is one year's growth in one year's time. The alternative high school student is unlikely to make one year's growth in one year's time, which is why the AHS is competency based.	Provide competency-based individualized instruction at the student's performance level.	Classroom Teacher Department Chair Leadership Team Assistant Principals Principal	Student growth as demonstrated by the results of teacher made tests and interim measures of TABE.	Student progress on Individualized Learning Plans Teacher-Made Tests TABE
2	Low student motivation. The need to provide students with frequent assessment and validation of improvement.	Students will be assessed (TABE Tested) using an alternative means to provide initial diagnostic information and consistent interim	Reading Coach Testing Coordinator Administration	Reading Coach implements a customized Instructional Focus Calendar, complete with individualized testing calendars to promote	TABE DAR

		feedback to encourage continued remediation and academic growth.		student achievement and accountability	
3	The need to meet students 'where they are' academically, to tailor/individualize instruction to remediate deficiencies	Students are placed in reading classes/levels based on DAR/TABE results	Reading Coach Guidance Counselors	Teachers provide feedback regarding the appropriateness of student placement.	Alternative assessments, including DAR TABE DAR (3x per year)

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.  Reading Goal #4:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not provided by District	By June 2013, 5% of students in the lowest 25% will make learning gains in reading. Additionally, a more accurate measure of at-risk student progress will be evidenced in achievement gains on the TABE test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The state's definition of Learning Gains is one year's growth in one year's time. The alternative high school student is unlikely to make one year's growth in one year's time, which is why the AHS is competency based.	Provide competency-based individualized instruction at the student's performance level.	Classroom Teacher Department Chair Leadership Team Assistant Principals Principal	Student growth as demonstrated by the results of teacher made tests and interim measures of TABE.	Student progress on Individualized Learning Plans Teacher-Made Tests TABE
	Mobility among students equates to a lowest 25%	Students who are identified as below	Reading Coach, Reading Teacher	Teachers provide ongoing feedback on student	Alternative Assessment Data

2	listing that is fluid, therefore, the individual learning needs for all enrolled students in our alternative environment are addressed.	proficiency and/or who have a DAR less than 9, are addressed with intensive 1:1 learning plan support		progress, students will be assessed regularly to evaluate remedial progress	will be used to evaluate progress. DAR (3x per year)
3	Addressing the significant decoding, phonics and fluency deficiencies among the student population	Teachers customize curriculum to address student deficiencies associated with phonemic awareness, decoding, fluency and comprehension.	Reading Coach	Students are assessed using program based evaluations and alternative assessments. Data reviewed with teacher, reading coach, student and administration.	Program-based assessments, TABE
4	Low interest in addressing reading deficiencies	Teachers in content areas infuse high-interest fiction and non-fiction reading materials into their content areas.	Reading Coach Department Chairpersons Administrative Team	Students assessed during the reading of the materials by the teacher- both informal and formal assessments. Interval TABE testing further aids in determining student achievement.	TABE DAR

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 # Based on ambitious but achievable annual measurable objectives, HACC will reduce the achievement gap by 50% in six years, with current proficiency identified at 5.7%, calculating an overall average improvement of 2% each year.			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	5.7%	8.7%	13.7%	20.7%	29.7%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.  Reading Goal #5B:	Areas in need of improvement include reading comprehension, vocabulary development, literary analysis and informational text analysis.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White students- 0% (0/13); black students-9% (10/113);Hispanic students- 7% (3/44) (Data provided by District SIP data)	By June 2013, 1% of white students, 10% of black students, and 9% of Hispanic students will make satisfactory progress in Reading.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Low Graduation Rate among Hispanic and Black Males	At-risk males are targeted for inclusion in T.O.G.E.T.H.E.R. organization. - monthly meetings that include activities such as role play scenarios, music as a means of self expression -service activities -progress monitoring -guest speakers/mentors	Administration Behavior Specialist Guidance Counselor Guidance Data Specialist	-Academic Progress Monitoring -Attendance Monitoring	Credit Completion Decrease in Behavioral Incidents Pinnacle/TERMS

		-organization is an open forum for male students to discuss their concerns, hopes and aspirations			
2	Chronic Truancy: Students not making satisfactory progress in reading demonstrate low attendance--entrance criteria into the alternative high school includes "chronic truancy"	Increase attendance among students by providing relevant, engaging curricula and individualized, competency based individual learning plans (ILP)	Reading Coach	Teachers regularly review student progress and apply goal-setting strategies to each ILP to motivate students to attend and engage in work.	Alternative Assessments San Diego DAR Attendance via Pinnacle
3	Prior instruction has not effectively targeted specific needs of students.	Students are placed in reading classes/levels based on TABE results. Master Schedule will be aligned to meet needs of student.	Reading Coach	Teachers provide feedback regarding the appropriateness of placement. ILP progress will guide remediation.	TABE analysis

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.  Reading Goal #5C:	Areas in need of improvement include English Language Acquisition, vocabulary development, reading application, literary analysis, informational text analysis and research process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
13%(1/8) ELL achieved satisfactory progress in reading based on the 2012 FCAT. Source: District provided SIP data	By June 2013, 15% of ELL students will achieve satisfactory progress on the 2013 Reading FCAT and/or have an increase of 1.5 levels on the TABE, reflective of progress in Reading.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have struggled to show proficiency in their native language and in the English language	ELL Students' language acquisition progress will be assessed by the ELL Representative using the CELLA Assessment. The DAR Assessment is used to assess the student's reading level and placement. Teachers customize curriculum to meet the needs of ELL students. ESOL strategies are included in classroom instructional practices.	Reading Coach and ELL Representative	Evaluation of Individual Learning Plans, CELLA and DAR Results	DAR (3x per year) CELLA yearly
2	Chronic Absenteeism	The School Social Worker works with the ELL Liaison to meet with students who demonstrate higher than average absenteeism. Small group conferences and academic support through classroom teachers and tutors are among the strategies implemented to decrease absenteeism.	Administrator Social Worker ELL Liaison CPST Manager	-- Attendance monitoring via Pinnacle -- Review of Progress among ELL by the MTSS team	Pinnacle CELLA DAR TABE

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



of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:	Areas in need of improvement include vocabulary development, reading application, literary analysis, informational text analysis and research process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (2/29) achieved satisfactory progress in reading on the 2012 FCAT.	By June 2013, 8% of students with disabilities who have been in attendance a minimum of 90 days will demonstrate an increase of 1.5 levels as measured by the TABE.

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	Need for individualized intensive instruction to aid students in improving reading skills.	Teachers customize curriculum to support learning needs of SWD. The ESE Support Facilitator will meet regularly with content area teachers to support the individualized needs of students.	Reading Coach and ESE Specialist	Students are administered a complete DAR 2 times during school year. Results are used to map student Individual Learning Plans (ILP).	DAR
2	Students often do not apply literacy strategies effectively in all content areas	Teachers customize curriculum to address student's area of deficiency and engage students in use of appropriate strategies according to their Individualized Student Learning Plan	Reading Coach Administrators	CWT aids in ensuring the consistent application of strategies to support SWD modifications and literacy strategy application	DAR

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:	Areas in need of improvement vocabulary development, reading application, literary analysis, informational text analysis and research process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (10/146) made satisfactory progress in reading Source: District provided SIP data.	By June 2013, 10% of Economically Disadvantaged students will achieve satisfactory progress on the 2013 Reading FCAT and/or have an increase of 1.5 levels on the TABE, reflective of progress in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	At-risk traits, including but not limited to over-age/undercredit, low GPA.	Students are placed in reading classes associated with their current level of proficiency, including proficiency in decoding, fluency, and comprehension. Teachers tailor curriculum to meet the individual needs of each student.	Teachers/tutors Administrators Reading Coach	Monitor effectiveness via results of mini-assessments and teacher feedback.	FCAT DAR FORF TABE

2	Hunger	Provide students with the technology needed to complete the Free/Reduced Breakfast and Lunch Application Parent Link Closed-circuit TV announcements regarding F/R Lunch application process	Administrator Office Manager Behavior Specialist Guidance Data Specialist	Regular monitoring of F/R Breakfast & Lunch applications and approvals  Improved evidence of student completion of credits	TABE
3	Issues associated with Teen Parenting--frequent absenteeism, limited time for academic study, high social needs.	Teen Parents meet with Teen Parent Review Team quarterly to review academic progress, social needs, and the progress of their young.  Teen Parents participate in monthly Learning Communities featuring topics that address the myriad issues that tend to limit their success.	Administrator Social Worker Behavior Specialist Select Teachers Child Development Leaders	Progress Review aids teachers in determining each student's academic improvement. Monitor Attendance	Teen Parent Progress Monitoring Database

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
PLC focus on ELA Common Core	7-12	Language Arts Department Chair	Participating instructors include English teachers, Social Studies teachers, Reading Teachers, and Elective teachers.	Early Release Dates: 09/27/2012 10/25/2012 01/17/2013 02/07/2013 03/21/2013 06/06/2013	Follow up and monitoring includes administrative observation using iObservation, and the review of work products including rubrics, project based learning activities, etc.	Administrator
Literacy Strategies/use of technology to improve literacy	7-12	Reading Coach	School-wide	Mini- literacy strategy workshops/ technology trainings provided weekly (Wednesdays)	Agendas and materials for workshops maintained throughout the year	Reading Coach

Reading Budget:

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

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

End of 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:			HACC serves a fluid population.		
2012 Current Percent of Students Proficient in listening/speaking:					
8th--25% (1/4) 9th-- (0/2) 10th--100% (1/1) 11th--0% (0/4) 12th--14% (1/7)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL learners in the AHS program often struggle in their native language and in their English Language Acquisition Skills	1:1 support through competency based learning program that includes Individual Learning Plans. ESOL strategies used by the classroom teachers and tutors.	Classroom Teacher ELL Representative Department Chairpersons Administrators	Evaluation of ILPs	CELLA Results

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading.			HACC serves a fluid population of students.		
CELLA Goal #2:					
2012 Current Percent of Students Proficient in reading:					
8th--20% (1/5)					
9th--0% (0/2)					
10th--100% (1/1)					
11th--0% (0/4)					
12th--0% (0/7)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	ELL learners in the AHS program often struggle in their native language and in their English Language Acquisition Skills	1:1 support through competency based learning program that includes Individual Learning Plans. ESOL strategies and reading strategies are used by the classroom teacher and tutors.	Classroom Teacher ELL Representative Department Chairpersons Administrators	Evaluation of ILPs	CELLA Results DAR TABE
---	--	---	--	--------------------	------------------------------

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing.			HACC serves a fluid population of students.		
CELLA Goal #3:					
2012 Current Percent of Students Proficient in writing:					
8th--40% (2/5) 9th--0% (0/2) 10th--100% (1/1) 11th--0% (0/4) 12th--0% (0/7)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL learners in the AHS program often struggle in their native language and in their English Language Acquisition, therefore making it difficult to demonstrate fluency in writing.	Skills 1:1 support in writing through competency based learning program that includes Individual Learning Plans. ESOL strategies and reading and writing strategies will be used by the classroom teacher and tutors.	Classroom Teacher ELL Representative Department Chairpersons Administrators	Evaluation of ILPs	Practice Writing Exams CELLA Results

CELLA Budget:

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

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

End of CELLA Goals

## Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.  Mathematics Goal #1a:	Areas in need of improvement in mathematics include number operations, statistics and probability, expressions, equations and functions, geometry and measurement.
2012 Current Level of Performance:	2013 Expected Level of Performance:
12% (17) students in grade eight are identified as Level 3 on the FCAT 2.0 Math. Accordingly, by grade level, Achievement Level 3 proficiency is as follows: 8th--14% (9); 7th--0	By June 2013, 16% of students assessed will be proficient on the FCAT 2.0 mathematics.

### 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	Chronic absenteeism  Patterns of non-attendance	-- Teachers/Tutors provide 1:1 tutoring -- Student/parent contact via phone when a pattern of absenteeism develops -- Teachers/Tutors/Social Worker support students who demonstrate continued concerns with attendance.	Teachers/tutors Administrators	Ongoing review of progress monitored via Pinnacle.	Attendance records Test of Adult Basic Education (TABE)
2	Variations in learning deficiencies among the transient population	Teachers use BEEP instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	Reading Coach Department Chairs Guidance Data Specialist	TABE identifies areas of weakness and measures incremental growth	TABE
3	Issues associated with Teen Parenting--frequent absenteeism, limited time for academic study, high social needs.	Teen Parents meet with Teen Parent Review Team quarterly to review academic progress, social needs, and the progress of their young.  Teen Parents participate in monthly Learning Communities featuring topics that address the myriad issues that tend to limit their success.	Administrator Social Worker Behavior Specialist Select Teachers Child Development Leaders	Progress Review aids in determining each student's academic improvement. Monitor Attendance	Teen Parent Progress Monitoring Database
4	External or at-home issues	MTSS/RtI Team identify students who may need services of the School Social Worker or outside agency support due to academic struggles associated with out of school distractions.	Administrator Social Worker Behavior Specialist	Progress Review by MTSS/RtI Team	SSW Referral Outcomes Documentation TABE Results for targeted students
	Students have inconsistent attendance and/or patterns of non-	Assess basic skills using the TABE indicator for mathematics to ensure	Guidance Counselors Assistant Principal	Follow up is conducted to ensure that all students are making improvement	Analysis of TABE and FCAT results and

5	attendance--chronic truancy is one of the characteristics of students who enroll in our school	that accurate data is used to capture the student 'where he/she is' upon entry and to provide clearly defined remediation. Students are offered incentive awards for improved attendance	Social Worker	in curricula that addresses their academic strengths/weaknesses based on TABE Results; learning that is relevant and timely.	attendance records
6	Students have inconsistent attendance and/or patterns of non-attendance--chronic truancy is one of the criterion for admission	Students benefit from competency based instruction that effectively allows students to work independently. Incentive awards for improved attendance.	Assistant Principals Teachers	Mini-assessments will be incorporated throughout the curriculum to identify progress	Assessments from Test Generator
7	New standard requirements with more rigor	Students engage in ongoing assessments designed to incorporate an integration of CCSS	Mathematics teachers Assistant Principal Principal	Review of Individualized Learning Plans iObservation Student mastery of content	Classroom Assessments FCAT/EOC Exams

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.  Mathematics Goal #1b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.		Student data taken from FCAT data. Students making gains in this category will be monitored with emphasis placed on maintaining/increasing scores.			
Mathematics Goal #2a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
1% (1/138) students achieved a level 4 on the FCAT 2.0 math assessment.		By June 2013, 1% of 8th grade students assessed on the FCAT Math Assessment, who have attended a minimum of 90 days of instruction, will achieve proficiency at Level 4.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Limited opportunities for enrichment, support and reinforcement	Provide students with individualized instruction at their level of performance that includes enrichment activities for beyond the school day.	--Reading Coach --Department Chairperson --Classroom Teacher	TABE assessments for diagnostic information and interim measures of growth  Review of student ILPs (Independent Learning Plans)	--Mini-Assessments --TABE --Teacher Observation
2	Inconsistent attendance and/or patterns of non-attendance	Students are instructed with curriculum that meets their individual needs, based on ILP. Incentive awards for attendance.	Mathematics Teacher Administrator	Monitor student ILPs	TABE FCAT/EOC

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.			Areas in need of improvement in mathematics include number operations, statistics and probability, expressions, equations and functions, geometry and measurement.		
Mathematics Goal #3a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
0% (0/1) (Data provided by District SIP data)			By June 2013, 5% of students who have attended a minimum of 90 days of instruction will make learning gains.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The state's definition of Learning Gains is one year's growth in one year's time. The alternative high school student is unlikely to make one year's growth	Provide competency-based individualized instruction at the student's performance level.	Classroom Teacher Department Chair Leadership Team Assistant Principals Principal	Student growth as demonstrated by the results of teacher made tests and interim measures of TABE.	Student progress on Individualized Learning Plans Teacher-Made Tests TABE



	in one year's time, which is why the AHS is competency based.				
2	Attendance (patterns of non-attendance) concerns lead to gaps in learning	Students complete Individual Learning Plans, that address CCSS in a manner that ensures they have mastered the skills and competencies assessed on EOC exams and FCAT. Students receive incentive awards for improved attendance.	Mathematics Teachers Administrator	Evaluation of student ILPs and collaboration among mathematics teachers aid in the continuous evaluation of the effectiveness of the strategy	Mini Assessments FCAT EOC Exams
3	Need for intensive remediation	Teachers make initial diagnosis of student's deficiencies based on a diagnostic exam administered at student's initial point of registration.  Students engage in mathematics tutorial support via the push-in and/push out model.  Remediation model includes online tutorial resources and collaborative teacher-made resources.	Mathematics Teacher	Teacher records diagnostic data in database, information will be reviewed regularly and compared to other, independent achievement data to ensure progress for student	TABE Subject-Area Diagnostic FCAT/EOC Exams

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Areas in need of improvement include number sense, concepts and operations, measurement, geometry and spatial sense, algebraic thinking, and data analysis and probability.
2012 Current Level of Performance:	2013 Expected Level of Performance:

Data not provided by District			By June 2013, 5% of students in the Lowest 25% will make learning gains in mathematics.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The state's definition of Learning Gains is one year's growth in one year's time. The alternative high school student is unlikely to make one year's growth in one year's time, which is why the AHS is competency based.	Provide competency-based individualized instruction at the student's performance level.	Classroom Teacher Department Chair Leadership Team Assistant Principals Principal	Student growth as demonstrated by the results of teacher made tests and interim measures of TABE.	Student progress on Individualized Learning Plans Teacher-Made Tests TABE
2	Due to the transient nature of the school, the lowest 25% is fluid. Therefore, in order to address the population with certainty, the range must be broader than the lowest 25% at any particular moment.	Mathematics students receive individualized services based on performance on initial and interval assessments.	Mathematics Department Chairperson, Guidance Services	Evaluation of assessments	TABE Subject-based diagnostics

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # Based on ambitious but achievable annual measurable objectives, HACC will reduce the achievement gap by 50% in six years. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	31%	34%	39%	46%	47%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:			By June 2013,White 39%, Black 6%, Hispanic 34% will make satisfactory progress.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
White 38% (5/13), Black 5% (4/87), Hispanic 33% (7/31)--made satisfactory progress			White 39%, Black 6%, Hispanic 34%		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Low Graduation Rate among Hispanic and Black Males	At-risk males are targeted for inclusion in T.O.G.E.T.H.E.R. organization. -monthly meetings that	Administration Behavior Specialist Guidance Counselor Guidance Data Specialist	-Academic Progress Monitoring -Attendance Monitoring	Credit Completion Decrease in Behavioral Incidents Pinnacle/TERMS

1		include activities such as role play scenarios, music as a means of self expression -service activities -progress monitoring -guest speakers/mentors -organization is an open forum for male students to discuss their concerns, hopes and aspirations			
2	Attendance concerns associated with at-risk student	Students participate in hands-on mathematics activities to increase motivation to attend school.	Mathematics Department Chairperson	Subject-Based Exams are used to assess student mastery of lessons. Attendance data ensures that appropriate efforts are made to contact students who demonstrate patterns of non-attendance.	Subject-Based Exams Attendance 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:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	By June 2013, 3% of ELL students who are in attendance 90 days or more will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/10) of ELL students made satisfactory progress.	3%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students may have deficiencies in English Language acquisition that would diminish their capacity to master mathematics competencies.	Students use ELL literacy strategies appropriate for the mathematics classroom.	Mathematics Department Chairperson, Administrator	Student assessment data aids in determining the effectiveness of the strategy	CWT Subject-based assessment data FCAT

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	By June 2013, 7% of students with disabilities who have attended a minimum of 90 days of instruction will make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
6% (1/18)	7%

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	SWD need 1:1 assistance and modifications appropriate for their individual needs	Provide 1:1 instructional support in mathematics classroom through teacher support, and through additional instructional time allotments based on student performance on diagnostics and mini assessments	Mathematics Department Chairperson	Evaluation of student assessment data	TABE BAT FCAT

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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal E:	By June 2013, 11% of Economically Disadvantaged students who have attended a minimum of 90 days of instruction will demonstrate satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
10% (11/115) of students made satisfactory progress in mathematics	11% of Economically Disadvantaged students are projected to make satisfactory progress.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have deficiencies that may require 1:1 academic support.	Students are assessed at initial registration to determine remedial needs.	Guidance Mathematics Teachers	Review of assessment data. Review of data accumulated during 1:1 pullout sessions	TABE Mini-Assessments FCAT

End of Middle School Mathematics Goals

## Florida Alternate Assessment High School Mathematics Goals

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

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

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

#### Problem-Solving Process to Increase Student Achievement

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.

Mathematics Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

#### Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics.

Mathematics Goal #3:

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				

## High School Mathematics AMO Goals

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%.

Mathematics Goal #

5A :

Baseline data 2010-2011	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:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	Not available
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not provided by District	Not available

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	Low Graduation Rate among Hispanic and Black Males	At-risk males are targeted for inclusion in T.O.G.E.T.H.E.R. organization. -monthly meetings that include activities such as role play scenarios, music as a means of self expression -service activities -progress monitoring -guest speakers/mentors -organization is an open forum for male students to discuss their concerns, hopes and aspirations	Administration Behavior Specialist Guidance Counselor Guidance Data Specialist	-Academic Progress Monitoring -Attendance Monitoring	Credit Completion Decrease in Behavioral Incidents Pinnacle/TERMS

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	Data not provided by District
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data not provided by District	0

Problem-Solving Process to Increase Student Achievement

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.		Data not provided		
Mathematics Goal #5D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
2012 Data not provided by District		0%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:

E. Economically Disadvantaged students not making satisfactory progress in mathematics.		Data not provided		
Mathematics Goal E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Data not provided by District.		0%		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of High School Mathematics Goals

## Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra.  Algebra Goal #1:	Areas in need of improvement in mathematics include number operations, statistics and probability, expressions, equations and functions, geometry and measurement.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
16% (3/19) of students tested on the Algebra 1 EOC Assessment achieved a Level 3. (Data provided by District SIP data)			By June of 2013, students scoring at Achievement Level 3 in mathematics will increase by 3%.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic absenteeism  Patterns of non-attendance	-- Teachers/Tutors provide 1:1 tutoring -- Student/parent contact via phone when a pattern of absenteeism develops -- Teachers/Tutors/Social Worker support students who demonstrate continued concerns with attendance.	Teachers/tutors Administrators	Ongoing review of progress monitored via Pinnacle.	Attendance records Test of Adult Basic Education (TABE)
2	Variations in learning deficiencies among the transient population	Teachers use BEEP instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	Reading Coach Department Chairs Guidance Data Specialist	TABE identifies areas of weakness and measures incremental growth	TABE
3	Issues associated with Teen Parenting-- frequent absenteeism, limited time for academic study, high social needs.	Teen Parents meet with Teen Parent Review Team quarterly to review academic progress, social needs, and the progress of their young.  Teen Parents participate in monthly Learning Communities featuring topics that address the myriad issues that tend to limit their success.	Administrator Social Worker Behavior Specialist Select Teachers Child Development Leaders	Progress Review aids in determining each student's academic improvement. Monitor Attendance	Teen Parent Progress Monitoring Database
4	External or at-home issues	MTSS/RtI Team identify students who may need services of the School Social Worker or outside agency support due to academic struggles associated with out of school distractions.	Administrator Social Worker Behavior Specialist	Progress Review by MTSS/RtI Team	SSW Referral Outcomes Documentation TABE Results for targeted students
5	Students have inconsistent attendance and/or patterns of non-attendance--chronic truancy is one of the characteristics of students who enroll in our school	Assess basic skills using the TABE indicator for mathematics to ensure that accurate data is used to capture the student 'where he/she is' upon entry and to provide clearly defined remediation. Student's are offered incentive awards for improved attendance	Guidance Counselors, Assistant Principal, Principal, Social Worker	Follow up is conducted to ensure that all students are making improvement in curricula that addresses their academic strengths/weaknesses based on TABE Results; learning that is relevant and timely.	Analysis of TABE and EOC results and attendance records
	Student population is	Students receive	Mathematics	Diagnostic assessment	Standardized



6	transient with diverse variations of academic deficiencies	standardized Diagnostic Assessments	Department Chairperson, Assistant Principal	results are analyzed and recorded on Math database by teachers	Diagnostic Assessments
7	New standard requirements with more rigor	Students engage in ongoing assessments designed to incorporate an integration on specific Common Core Standards	Mathematics teachers, Assistant Principal	Mathematic Class offerings that have increased scope and sequence	Curricular assessments from Test Generator/EOC Exam
8	Students have inconsistent attendance and/or patterns of non-attendance--chronic truancy is one of the criteria for admission	Students benefit from competency based instruction that effectively allows students to work independently. Incentive awards for improved attendance	Teachers Assistant Principals	Mini-assessments are incorporated throughout the curriculum to identify progress.	Curricular assessments from Test Generator.
9					

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:	Students who score a Level 4 in Algebra do not meet dropout criteria.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students achieved a Level 4	0

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for enrichment, support and reinforcement	Provide students with individualized instruction at their level of performance that includes enrichment activities for beyond the school day.	--Reading Coach --Department Chairperson --Classroom Teacher	TABE assessments for diagnostic information and interim measures of growth  Review of student ILPs (Independent Learning Plans)	--Mini-Assessments --TABE --Teacher Observation

*End of Algebra EOC Goals*

## Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry.  Geometry Goal #1:	Areas in need of improvement in Geometry include two-dimensional geometry, three-dimensional geometry, Trigonometry, and Discrete Mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (4/26) of students achieved Level 3 in Geometry	

Source: District provided SIP data. This data is not reflective of student population that took the 2012 assessment.

By June 2013, 16% of students will achieve Level 3 in Geometry.

### 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	Chronic absenteeism  Patterns of non-attendance	-- Teachers/Tutors provide 1:1 tutoring -- Student/parent contact via phone when a pattern of absenteeism develops -- Teachers/Tutors/Social Worker support students who demonstrate continued concerns with attendance.	Teachers/tutors Administrators	Ongoing review of progress monitored via Pinnacle.	Attendance records Test of Adult Basic Education (TABE)
2	Variations in learning deficiencies among the transient population	Teachers use BEEP instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	Reading Coach Department Chairs Guidance Data Specialist	TABE identifies areas of weakness and measures incremental growth	TABE
3	Issues associated with Teen Parenting-- frequent absenteeism, limited time for academic study, high social needs.	Teen Parents meet with Teen Parent Review Team quarterly to review academic progress, social needs, and the progress of their young.  Teen Parents participate in monthly Learning Communities featuring topics that address the myriad issues that tend to limit their success.	Administrator Social Worker Behavior Specialist Select Teachers Child Development Leaders	Progress Review aids in determining each student's academic improvement. Monitor Attendance	Teen Parent Progress Monitoring Database
4	External or at-home issues	MTSS/RtI Team identify students who may need services of the School Social Worker or outside agency support due to academic struggles associated with out of school distractions.	Administrator Social Worker Behavior Specialist	Progress Review by MTSS/RtI Team	SSW Referral Outcomes Documentation TABE Results for targeted students

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.  
  
Geometry Goal #2:

Students who score at or above Achievement Level 4 in Geometry are not eligible to attend HACC.

2012 Current Level of Performance:

2013 Expected Level of Performance:

4%(1/26) of students achieved a Level 4 in Geometry

0

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited opportunities for enrichment, support and reinforcement	Provide students with individualized instruction at their level of performance that includes enrichment activities for beyond the school day.	-- Reading Coach -- Department Chairperson -- Classroom Teacher	TABE assessments for diagnostic information and interim measures of growth  Review of student ILPs (Independent Learning Plans)	-- Mini-Assessments -- TABE -- Teacher Observation

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
PLC focuses on Common Core State Standards	7-12	Mathematics Department Chair leads the PLC	Teachers of mathematics and science participate in the PLC	Early Release Dates: 09/27/2012 10/25/2012 01/17/2013 02/07/2013 03/21/2013 06/06/2013	Administrative participation Outcomes includes products reflective of CCSS and Marzano's iObservation, including, but not limited to comprehension check activities, collaborative assessments, etc.	Administrator

Mathematics Budget:

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

End of Mathematics Goals

## Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:			Data not provided		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
Data not provided by District			Data not provided		
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	Consistent attendance	8th grade academy students engage in hands-on scientific exploration to encourage interest in curricula	Administrator	Standards based assessments	Mini-assessments FCAT Science
2	Limited prior exposure to standards-based curriculum	Teachers tailor curriculum to meet the needs of students based on initial diagnostic assessment results	Administrator	Administer Diagnostic, use results to tailor Instructional Focus for science curriculum	FCAT Science Standards-based frequent assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:		N/A		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Data NA		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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:

Based on the criteria for enrollment at HACC, the

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	percent of students achieving above proficiency has limited predictability and tends to trend lower than traditional high schools. For students who enter with a history of achieving at or above proficiency, they will be provided with direct 1:1 support to ensure that they maintain their level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% (0/61) achieved above proficiency	0

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who enter HACC are considered at risk. They display a range of at risk behaviors including patterns of non-attendance, poor academic performance, a history of below proficiency test performance. Those who have the potential for above proficiency achievement in the area of science may have learning gaps and attendance issues.	Students engage in hands-on scientific exploration.	Administration	Standards-based assessments	FCAT Science End of the unit assessments
2	Learning gaps	Students receive enrichment via pull-out sessions and receive individualized project-based learning	Administration	Students engage in frequent assessment to monitor learning. Teachers review progress and make necessary adjustments to enrich the science curriculum.	Alternative Assessments FCAT Science

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

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

Problem-Solving Process to Increase Student Achievement

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

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

## Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.  Biology Goal #1:	Biology: genetics, evolution, ecology, classification/diversity, plants and animals, human biology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% (13/80) achieved Level 3 in Biology	By June 2013, 18% will will achieve Level 3 in Biology

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	Chronic absenteeism  Patterns of non-attendance	-- Teachers/Tutors provide 1:1 tutoring -- Student/parent contact via phone when a pattern of absenteeism develops -- Teachers/Tutors/Social Worker support students who demonstrate continued concerns with attendance.	Teachers/tutors Administrators	Ongoing review of progress monitored via Pinnacle.	Attendance records Test of Adult Basic Education (TABE)
2	Variations in learning deficiencies among the transient population	Teachers use BEEP instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	Reading Coach Department Chairs Guidance Data Specialist	TABE identifies areas of weakness and measures incremental growth	TABE

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 Biology.  Biology Goal #2:	Biology: genetics, evolution, ecology, classification/diversity, plants and animals, human biology.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Data NA	By June 2013, 5%of students will achieve a Level 4 in Biology

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
---------------------	----------	---	---	-----------------

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
The PLC Focus will be Common Core State Standards	9-12	Mathematics Department Chair	Science teachers	Early Release Dates: 09/27/2012 10/25/2012 01/17/2013 02/07/2013 03/21/2013 06/06/2013	Classroom Observations	Department Chairpersons Assistant Principals Principal
Topics will include Demonstration Lab Hands-on learning  Problem-based learning  Technology infusion	9-12	Curriculum coaches  District personnel	Science PLC	Department Meetings will be conducted monthly AND on Early Release Days: 09/27/2012 10/25/2012 01/17/2013 02/07/2013 03/21/2013 06/06/2013	Follow up and monitoring will include administrative observation using iObservation, and the review of work products including rubrics, project based learning activities, etc.	Department Chairpersons Assistant Principals Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Students will complete technology related end of course projects	Computer Carts	School Budget/FTE	\$20,000.00
			Subtotal: \$20,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Training	Summer Inservice	N/A	\$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: \$20,000.00



## Writing Goals

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	Areas in need of improvement include: vocabulary, literary analysis, informational text, persuasive writing, editing, and the research process.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2/2) students assessed achieved proficiency in writing. Source: District provided SIP data. This data is not reflective of student population that took the 2012 assessment.	June 2013, 50% of students who have attended a minimum of 90 days will achieve proficiency on the FCAT Writing Assessment

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need intensive remediation to support their individualized needs and lack of targeted instruction in persuasive writing	Students engage in monthly practice writing activities.  Peer to peer editing  Teach Six Traits Writing Rubric to students	English Department Chair, Administrator	Teachers collaboratively evaluate student responses and submit scored responses to administration. Teachers provide students with written and oral feedback (Writer's Workshop) and define remediation based on student responses. Peer to peer tutoring/editing/feedback Teach Six Traits Writing Rubric	-Monthly prompts are be scored  -Portfolios  -Teacher Observations  -BAT Assessments
2	Students need intensive remediation to support their individualized needs	Students who score 0-3 participate in pull out remediation sessions.	English Department Chairperson, Administrator	Teachers collaborate with administrator to schedule pullout sessions and identify targeted areas of remediation.	Monthly prompts FCAT Writing

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:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

### Problem-Solving Process to Increase Student Achievement

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

## 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
English Common Core State Standards PLC	9-12	English Department Chairperson	English and Reading teachers	Early Release Dates: 09/27/2012 10/25/2012 01/17/2013 02/07/2013 03/21/2013 06/06/2013	Observation	Department Chairperson Assistant Principal Principal

### Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Infusion of Novel study at each grade level	novels	School Budget/FTE	\$3,000.00
			Subtotal: \$3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
End of course technology based projects	Computer Carts	School Budget/FTE	\$20,000.00
			Subtotal: \$20,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards Training	Summer Training provided by District and State	N/A	\$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: \$23,000.00

End of Writing Goals

## Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.

Civics Goal #1:

2012 Current Level of Performance:			2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic absenteeism  Patterns of non-attendance	-- Teachers/Tutors provide 1:1 tutoring -- Student/parent contact via phone when a pattern of absenteeism develops -- Teachers/Tutors/Social Worker support students who demonstrate continued concerns with attendance.	Teachers/tutors Administrators	Ongoing review of progress monitored via Pinnacle.	Attendance records Test of Adult Basic Education (TABE)
2	Variations in learning deficiencies among the transient population	Teachers use BEEP instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	Reading Coach Department Chairs Guidance Data Specialist	TABE identifies areas of weakness and measures incremental growth	TABE

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

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

## (PLC) or PD Activity

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

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

Civics Budget:

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

End of Civics Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			
1. Students scoring at Achievement Level 3 in U.S. History.  U.S. History Goal #1:			
2012 Current Level of Performance:	2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement			
	Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic absenteeism  Patterns of non-attendance	-- Teachers/Tutors provide 1:1 tutoring -- Student/parent contact via phone when a pattern of absenteeism develops -- Teachers/Tutors/Social Worker support students who demonstrate continued concerns with attendance.	Teachers/tutors Administrators	Ongoing review of progress monitored via Pinnacle.	Attendance records Test of Adult Basic Education (TABE)
2	Variations in learning deficiencies among the transient population	Teachers use BEEP instructional materials to support teaching and learning as appropriate for each individual student. Students are offered incentives as rewards for improved attendance.	Reading Coach Department Chairs Guidance Data Specialist	TABE identifies areas of weakness and measures incremental growth	TABE

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

## 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 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 U.S. History EOC Goals

## Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	By June 2013, the average attendance rate will improve by 3%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
63%	Attendance rate shall increase to 66% by June 2013
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
696	The number of students with excessive absences will decrease 10% by June 2013.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
(24 recorded), however our alternative structure does not penalize for excessive tardiness. Our goal is to promote improved attendance among students who have maintained long-term histories of non-attendance. We use a myriad of positive reinforcements/strategies, some of which are detailed in the problem solving process found within this objective.	The number of students with excessive tardies will decrease 10% by June 2013.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One of the primary characteristics of students who enroll at HACC is that they have maintained a long-term pattern of non-attendance, often since their earliest days of elementary school through high school.	Teachers contact households when students miss 3 consecutive days of school, or more than 3 days in a 4 week period. Contact is made via phone, email or postcard.	Classroom teacher Administration	Quarterly attendance reports are used to verify parental contact.	Quarterly attendance Pinnacle
2	Patterns of non-attendance	Teachers request the collaborative support of the CPST to address students who demonstrate past (a history of the pattern as a new registrant) or existing attendance concerns	CPST Coordinator, Instructors	Teacher completes referral for CPST, the team meets and makes recommendations, then at the established intervals, evaluates the effectiveness of interventions	CPST Review Attendance Data Pinnacle
3	Patterns of non-attendance	Students who maintain consistent attendance are eligible for periodic incentives	Administrators, Behavior Specialists	Review of attendance data and informal student feedback aids in determining the effectiveness of the incentives	Attendance Data Pinnacle

### 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
PLCS addressing Common Core will also address attendance strategies	9-12	Mathematics Department Chairperson English Department Chairperson	Teachers	Early Release Dates: 9/27/2012 10/25/2012 01/17/2013 02/07/2013 03/21/2013 06/06/2013	Observation and teacher collaborative conferencing	Assistant Principals Principal

### Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Overview of Pinnacle	Teacher training	N/A	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Training on Pinnacle and on reducing chronic absenteeism	Trainer	N/A	\$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:	By June 2013, suspension related data will decrease by 10%.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
189	170
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
131	118
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
226	203
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
150	135

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The transient nature of the student body allows no clear anticipation of discipline concerns	Consistent implementation of progressive discipline plan among instructional staff members, behavior specialists, and administration.	Behavior Specialists Assistant Principals	Monitor data associated with all aspects of discipline	Discipline Reports-TERMS
	Poor coping skills,	The School Social	Social Worker	Monitor DMS Data	DMS



2	mechanisms to diffuse conflict	Worker works with Guidance Counselors to provide conflict mediation support and small group services	Guidance Counselor Behavior Specialists		TERMS
---	--------------------------------	--	--	--	-------

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
PLCs focus at least two trainings on classroom management to reduce rate of suspension	9-12	English Dept Chair Mathematics Dept Chair Behavior Specialists	Teachers	Early Release Dates	DMS is used to monitor student infractions and teacher referrals	Behavior Specialists Assistant Principals Principal

Suspension Budget:

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

End of Suspension Goal(s)

## 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:

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

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			Increase parent awareness of resources available to support student learning.		
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
No data provided			By June 2013, parent participation will increase by 3% among AHS parents. Parents will participate in their child's education through phone calls and parent-teacher conferences.		
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	Parent involvement on the high school level generally tends to be lower than parent involvement at the elementary/middle school level.	Conduct Open House events and information sessions at HACC and other local facilities.	Administrators, Teachers, Marketing Representative	Response of parents and student candidates aids in evaluating the effectiveness of the strategy	Sign In Logs, Parent and New Student Feedback
2	Parents are often unaware of student progress.	Progress reports, indicating student academic and	Administration, Teachers	Parent feedback aids in determining effectiveness of the	Returned signature on Progress Reports

		behavioral progress, is mailed home quarterly.		strategy	
3	Areas of concern are often not communicated in a timely manner due to outdated contact information-fluidity of population's address and phone number changes.	Behavior Specialists work with teachers to maintain up-to-date phone contact information.	Behavior Specialists, Guidance, Administration	Teacher feedback aids in determining the effectiveness of student contact with behavior specialists, guidance counselors	Teacher feedback regarding access to accurate contact information
4	Parents do not access Virtual Counselor and/or Gradebook to learn about student performance and behavior.	Parents access Virtual Counselor and Gradebook to acquire academic and behavioral progress information regarding their child	Guidance Director, Administration	Parent Feedback	Student Performance Data
5	Accuracy of contact information including phone numbers, emergency contact information	Key staff persons frequently verify student information when opportunities arise --Open House data --Parent visits to campus will be point of review/info update --Student conferences with SSW, Counselors, Admin serve as point of review/info update	Administration Guidance School Social Worker Security Specialists	Increased parental participation in activities	Sign-in logs

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

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

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

Parent Involvement Budget:

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

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

End of Parent Involvement Goal(s)

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

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

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

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

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

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

STEM Budget:

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

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

End of STEM Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE			No data was provided for CTE		
CTE Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hallandale Adult participates in a Share Time program with the Tech Centers.  While students are often interested in Share Time, they may not have the GPA/Credits needed.	Provide students with an individualized learning plan to support a competency based curriculum to improve GPA/Credits.	Classroom Teachers Department Chairpersons Guidance Counselors Administrators	Monitor enrollment in Share Time program	Share Time enrollment documentation provided by Tech Centers

## 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
PLC sessions (2)will focus on CTE opportunities- Share Time program	11-12	Guidance Counselors Tech Centers Liaison	Teachers	Early Release- October and January	monitor data provided by Tech Centers	Guidance Director Administrators

CTE Budget:

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

End of CTE Goal(s)

Additional Goal(s)

N/A Goal:

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:

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

End of N/A Goal(s)



FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Infusion of Novel study at each grade level	novels	School Budget/FTE	\$3,000.00
				Subtotal: \$3,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Students will complete technology related end of course projects	Computer Carts	School Budget/FTE	\$20,000.00
Writing	End of course technology based projects	Computer Carts	School Budget/FTE	\$20,000.00
Attendance	Overview of Pinnacle	Teacher training	N/A	\$0.00
				Subtotal: \$40,000.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	Common Core Training	Summer Inservice	N/A	\$0.00
Writing	Common Core State Standards Training	Summer Training provided by District and State	N/A	\$0.00
Attendance	Training on Pinnacle and on reducing chronic absenteeism	Trainer	N/A	\$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: \$43,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
-----------------------------------	--------------------------------	----------------------------------	-----------------------------

Are you a reward school: ☐ Yes ☐ No

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

No Attachment (Uploaded on 9/12/2012)

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.

Projected use of SAC Funds	Amount
Mathematics Manipulatives	\$1,200.00

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

Monthly meetings  
Team trainings on goals and objectives included in the SIP  
Regular review of school's progress  
Review of student surveys  
Training on Common Core State Standards  
Discussion/Input on District initiatives

# 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