FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: INDIAN RIDGE SCHOOL

District Name: Palm Beach

Principal: Ed Tierney

SAC Chair: Brian Alex

Superintendent: Mr. E. Wayne Gent

Date of School Board Approval: January 2013

Last Modified on: 10/25/2012



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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ed Tierney	Bachelor of Arts Politics Masters of Education Educational Leadership Certification Educational Leadership (All levels): Exceptional Student Education; Social Science (Middle)	2	6	Principal of Indian Ridge School 2011-2012 Students Achieving Proficiency (Reading) 50% Number of Gains 15 Students Achieving Proficiency (Reading FAA) 96% Assistant Principal of Boynton Beach High School from 2007-2011: 2011 Grade: TBD Reading High Standards 28%-Learning Gains -42% - Lowest 25%-48% AYP 72% Math-High Standards 60% Learning Gains 70% Lowest 25% 61% AYP 72% 2010 Grade: B Reading High Standards 25% - Learning Gains 37% - Lowest 25%- 37% Math-High Standards 56% - Learning Gains - 67% - Lowest 25% - 70% AYP 72% 2009 Grade: C Reading High Standards 22% Math High Standards 55% AYP 85% 2008 Grade - D Reading High Standards - 20% Math High Standards - 49% AYP 64% CIT for Indian Ridge School 2007 AYP 97%
					Assistant Principal Indian Ridge School

Assis Principal	Guy Lanza- Marino	Bachelor of Science in Emotional Disturbances/Learning Disabilities Master of Science in Emotional Disturbances/Learning Disabilities Certification Educational Leadership (All Levels); English 6-12; ESOL endorcement; Varying Exceptionalities K-12	2	6	Students Achieving Proficiency (Reading) 50% Number of Gains 15 Students Achieving Proficiency (Reading FAA) 96% 2010-2011: AYP 82%. During 2008-2010, Assistant Principal of JFK Middle Magnet School in 2009-2010 – Grade 'C'; 39% proficiency in reading; 41% proficiency in math; 93% meet criteria in writing; 25% proficiency in science; 55% of students made reading gains; 63% of students made math gains; 66% of lowest 25% made gains in reading; 67% of lowest 25% made gains in math. The subgroups Black, Economic Disadvantaged and Students with disabilities did not make Adequate Yearly Progress in Math or Reading. Writing AYP criteria was met. During 2005-2007, AP at multiple Alternative Education Sites and did not make AYP.
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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		N/ABA EH K-12 Reading Endorsement ESOL Endorsement	10	1	Students Achieving Proficiency (Reading) 50% Number of Gains 15 Students Achieving Proficiency (Reading FAA) 96%

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	Meet monthly with new teachers	Principal	May, 2013	
2	Pair new teacher with teacher mentor	Principal/AP	Fall, 2012	
3	Work closely on ESP	AP	August, 2012 - May 2013	
4	Provide training during PDD	PDD committee; Principal	May, 2013	
5	Attend LTM	LTF	May, 2013	
6	Weekly Common Planning Sessions	LTF	May, 2013	
7	LTMs and PDDs to discuss Marzano's Art and Science of Teaching.	Principal	May, 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
7 (15%) of the instructional staff is teaching out of field.	Teachers are preparing for their Subject Area Exams. Additionally, we have created a Masterboard Team that is tasked with increasing the effectiveness of our scheduling. This includes lowering class size, offering courses throughout the day so there is flexibility in the schedule as well as ensuring that we are asking teachers to teach classes for which they are Highly Qualified.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed	% National Board Certified Teachers	% ESOL Endorsed Teachers
46	2.2%(1)	21.7%(10)	34.8%(16)	39.1%(18)	52.2%(24)	87.0%(40)	10.9%(5)	0.0%(0)	15.2%(7)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
Karen Markus	Minerva Viton	counselor	Planned group therapy visits; weekly meetings with mentor and AP

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 A funds are used to support family involvement and professional development initiatives. Refreshments and supplies are purchased to support our comprehensive family involvement plan. Tutorial funds are used to purchase manipulatives, white boards, classroom libraries and other supplies designed to increase student achievement.

Title I, Part C- Migrant

le I, Part D
/A
le II
rofessional development provided by the District curriculum departments is funded with Title II funds. earning Team Facilitator are provided by Title II.
le III
/A
le X- Homeless
/A
oplemental Academic Instruction (SAI)
/A
llence Prevention Programs
istrict-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.
trition Programs
/A
using Programs
/A
ad Start
/A
ult Education
/A
reer and Technical Education
/A
o Training
/ork in coordination with Gulfstream Goodwill Industries and Palm Beach Habilitation Center to offer job training to high chool students.
ner
ulti-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI) chool-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Indian Ridge School does not have a School-Based RTI Leadership Team; however, we do have a Leadership Team that meets weekly. The team assists the Principal in setting school goals. All of the students at Indian Ridge are identified as ESE students with their primary disability being EB/D.

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

The Leadership Team meets weekly under the direction of the Principal to ensure consistent school improvement, share information and continuously Plan, Do, Check and Act using the FCIM.

III III III III III III III III	
school year. What will be the major initiatives of the LLT this year?	
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). LLT meets monthly to determine the needs of the school. LLT plans activities and projects that will be initiat	ted throughout the
Describe how the school-based LLT functions (a.g., mosting processes and roles/functions)	
Danny Baksh, Elementary School	
Denise Steinick, Elementary School Jill Williams, Speech Pathologist	
Louise Villao, Middle School	
Audrey Petrillo, High School Cathy Cook, Elementary School	
Lisa Alexander, Middle School	
Laura Stemle, Middle School Karen Markus, Therapist	
Carmen Martinez, Reading Teacher	
Danielle Gorostiaga, Media Specialist	
Edward Tierney, Principal Marian Mogul, High School	
Edward Tileness Deireited	
dentify the school-based Literacy Leadership Team (LLT).	
School-Based Literacy Leadership Team	
iteracy Leadership Team (LLT)	
The state of the s	
Describe the plan to support MTSS.	
Describe the plan to train staff on MTSS.	
5, c.	
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reascience, writing, and behavior.	ading, mathematics
MTSS I mplementation————————————————————————————————————	

Public School Choice

Supplemental Educational Services (SES) Notification No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Indian Ridge incorporates reading throughout the curriculum. Each teacher has the responsibility to ensure that reading strategies are included in their instructional plans. Teacher lesson plans are reviewed monthly to ensure that reading is included in all plans. Indian Ridge hired another Reading Teacher to decrease the size of the reading classes and lower the teacher to student ratio. Literacy strategies, et al., will be incorporated throughout all content areas and a focus in all curriculum based 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?

Indian Ridge School has both standard and special diploma graduates. Mr. Paul O'Connor is the Transition Liaison. His role is to support teachers who work directly with students to ensure a smooth transition to either college or to vocational training. Due to the small size of Indian Ridge's staff, we are not able to offer a full spectrum of courses or more advanced coursework to our high school students.

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?

We do offer a small selection of elective courses in culinary, industrial arts, TV production and computers to all students starting in elementary school.

Postsecondary Transition

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

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

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

	d on the analysis of student provement for the following		eference to "Guiding	Questions", identify and o	define areas in need
1a. F	CAT2.0: Students scorinç		Students scorin	g Level 3 on the Spring, 20 ease their level on the 201	D12 FCAT will 13 FCAT 2.0.
2012	Current Level of Perform	nance:	2013 Expected	Level of Performance:	
32%	(9) of students tested scor	ed a level 3 in reading.	37% will score 2012.	level 3 or above on the FC.	AT 2.0 Reading for
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning.	Principal	Student Attendance Records. Opportunity Room Logs.	Student Attendance Records. Opportunity Room Logs.
2	questions. This impedes their ability to score at or	The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis.	Administration/LTF	Professional Development on Understanding By Design	LTM Classroom Walkthroughs Common Planning Evaluations
3	Mental Health Issues.	On call therapy; group/individual therapy; IEP accommodations	Student Advocate; Therapists; ESE Contact	Fall/Winter Diagnostics; Biology Diagnostics	Fall/Winter Diagnostics; Biology Diagnostics
4	Poor fluency rate contributes to a lack of understanding of the material.	Reading Plus will train students' eyes to track quickly across text - increasing fluency and therefore comprehension.	Principal; Reading Coach; Reading Teachers	Winter Diagnostics; internal summative assessments.	Winter Diagnostics; internal summative assessments.
5	5	CRISS strategies will assist students with making connections to text which will acitivate prior knowledge and increase understanding.	Principal	Classroom walkthroughs, conversations with students, Winter Diagnostic Tests.	Winter Diagnostics; internal summative assessments.
6	reading tested benchmarks in order to succeed on the FCAT. Additionally, they need the stamina that will allow them to work hard for the entire testing session.	We have written Knowledge Checks that well be given after each benchmark is presented. This will give us immediate feedback regarding the depth of student understanding. Students who master the benchmark will move on. Student who partially master the benchmark will receive an additional small group with the teacher. Student who do		Knowledge Checks, 9 week and semester exams and diagnostic tests.	Knowledge Checks 9 week and semester exams and diagnostic tests.

	not understand the benchmark at all will be retaught. Additionally, the 9 week and semester exams will be long enough that students will be required to gain reading stamina throughout the school year.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. We will have an increase in students scoring a 4, 5, and 6 in reading. Reading Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 11% (3) students scored a 4, 5, and 6 in reading. 21% (5) will score a 4, 5, and 6 in reading. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Strategy Monitoring Mental health needs will Emphasize therapeutic Principal Student Attendance Student interfere with students' component of school in Attendance Records. Opportunity attendance at school. order to minimize Room Logs. Records. distruptions/lack of Opportunity Room availablilty for learning

		availablilty for learning.			Logs.	
	l on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need	
Level	CAT 2.0: Students scorin 4 in reading. ing Goal #2a:	ng at or above Achievem		g Level 4 and higher on FC cores.	AT will maintain or	
2012	2012 Current Level of Performance: 2013 Expected Level of Performance:					
18% (3) of students participating in FCAT scored Level 4 and Students scoring Level 4 and higher on FCAT Reading will maintain or increase their levels.						
	Pr	roblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Mental Health Issues Interfere with students' ability to excel in the classroom.	Therapeutic environment is prevelant throughout the school day. On Call therapist is always available; individual that	Student Advocate; Therapists		Diagnostic Tests; Formative and Summative Assessments; FCAT	

Therapist

Student Advocate; Performance on

Diagnostics and FCAT

Diagnostics; FCAT

group therapy

group therapy

Availability of On Call

therapist; individual and

Mental Health Issues

interfere with success

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 The number of students scoring a level 7 in reading will reading. increase or remain the same. Reading Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 90% (24) of students participating the FCAT will score a 85% (23) of students participating in FCAT scored Level 7. level 7. Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine **Anticipated Barrier** Strategy Responsible for **Evaluation Tool** Effectiveness of Monitoring Strategy Students struggle with The Backward Design Adminstration/Reading Professional Development Walkthroughs and higher order thinking Model will be used in Coach on Understanding by Common Planning. questins. this impedes Reading Classes. this will Design their ability to score at require teachers to or above proficiency on incorporate higher order the FCAT. thinking questions into their lesson plans on a day to day basis.

	d on the analysis of studen provement for the following		eference to "Guiding	Questions", identify and o	define areas in need	
gains	CAT 2.0: Percentage of s s in reading. ling Goal #3a:	tudents making learning	We will see an i	We will see an increase in the number of students making a learning gain this year.		
2012	Current Level of Perforn	nance:	2013 Expected	Level of Performance:		
	udents made a learning gai	3	16 students will	16 students will make a learing gain.		
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Mental Health Issues interfere with student success.	Availabilty of On Call Therapist;	Student Advocate; ESE Contact; Therapists	Diagnostic Tests; Formative and Summative assessments; FCAT	Diagnostic Tests; Formative and Summative assessments; FCAT	
2	Mental Health Issues	Availability of On Call Therapist; Individual/Group therapy; IEP Accommodations	Student Advocate; ESE Contact; Theraoist	Diagnostics; FCAT Reading	Diagnostics: FCAT Reading	

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.

The number of students making learning gains in reading will increase.

Reading Goal #3b:							
2012	2 Current Level of Perfor	rmance:		2013 Expected	Level of Performance:		
44% (12) students made learning gains this year compared to the year prior.				47% (14) studen	ts will make learning gains	5.	
	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Re	son or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students efficacy and belief in oneself is often damaged due to a lack of a track record of success in comprehensive schools. This leads to the expectation of failure instead of the expectation of success which is often a self-fulfilling prophecy.	An aggressive Positive Behavior Support plan that focuses on rewarding appropriate behavior rather than punishin negative behaviro. Additionally, a forgiving grading system designed to highlight student success rather than document the lack thereof.		nistration/Positive vior Support 1.	Performance on Knowlege Checks, Opportunity Room logs, PBS tracking sheet.	Performance on Knowlege Checks, Opportunity Room logs, PBS tracking sheet.	

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. The percentage of L25 students making learning gains in reading increased significantly from the year prior. Reading Goal #4: 2012 Current Level of Performance: 2013 Expected Level of Performance: 100% of the L25 students will make a learning gain in 100% (3) of the L25 students made a learing gain in reading. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Mental Health Issues Availabilty of On Call Student Advocate; Diagnostic Tests; Diagnostic Tests; interfere with student Therapist; Individual and ESE Contact; Formative and Summative Formative and success. Group Therapy; IEP Therapists assessments; FCAT Summative assessments; Accomodations **FCAT** Diagnostic Tests; Lack of ability to offer Targeted Small Group Principal; Assistant Diagnostic Tests; tutoring after school or Principal; LTF Formative and Summative Formative and instruction using during the academic day. paraproffessionals and assessments; FCAT Summative teacher Push Ins. assessments; FCAT N/A N/A N/A N/A N/A

Measu	mbitious but Achievable A urable Objectives (AMOs). I will reduce their achieve %.	In six year assessme weakness	ents ses v	designed to h we will focus	based on Know highlight stud our efforts o will have data	ents' st n the sk	renths and ills that our
1	ine data 0-2011 2011-2012	2012-2013 2013-201	4	2014-201	5 2015-	2016	2016-2017
	I on the analysis of studer or overment for the followin	nt achievement data, and r g subgroup:	efere	ence to "Guiding	Questions", ide	ntify and o	define areas in need
Hispa satisi	tudent subgroups by et anic, Asian, American I n factory progress in reac ing Goal #5B:	dian) not making		No subgroups m	ade AYP in Read	ling.	
2012	Current Level of Perfor	mance:		2013 Expected	Level of Perfo	rmance:	
No su	bgroups made AYP in read	ling.		Due to population ethnic subgroup	on size, all stude o.	ents fall wi	thin the same
	Р	roblem-Solving Process	to I r	ncrease Studer	nt Achievement		
	Anticipated Barrier	Strategy		Person or Position esponsible for Monitoring	Process Us Determi Effectivend Strateg	ine ess of	Evaluation Tool
1	Mental Health issues negatively impact students' ability to master material.	On call therapy, group therapy, individual therapy	Prin	ncipal, Assistant ncipal; Student vocate	Monitoring of ro on call therapis requests, and Hospitalizations Baker Act.	t	Diagnostic Tests
2	Mental Health Issues	Availablitity of on-call therapist; individual/group therapy; IEP accommodations	The	dent Advocate; rapist; ESE ntact	Diagnostics; FC Reading	AT	Diagnostics; FCAT Reading
	I on the analysis of studer provement for the followin	nt achievement data, and r g subgroup:	efere	ence to "Guiding	Questions", ide	ntify and (define areas in need
satist	nglish Language Learne factory progress in read ing Goal #5C:	_		No ELL students	5		
2012	Current Level of Perfor	mance:		2013 Expected	Level of Perfo	rmance:	
No EL	L students			No ELL Student:	S		
	Р	roblem-Solving Process	to I r	ncrease Studer	nt Achievement		
	Anticipated Barrier	Strategy		Person or Position esponsible for Monitoring	Process Us Determi Effectivend Strateg	ine ess of	Evaluation Tool
	N/A	N/A	N/A		N/A		N/A

satis	itudents with Disabilities factory progress in read ing Goal #5D:	. ,	This subgroup d	This subgroup did not make AYP in Reading.		
2012	Current Level of Perforr	nance:	2013 Expected	d Level of Performance:		
This s	subgroup did not make AYF	in Reading.	86% of SWD wi	86% of SWD will make AYP in reading.		
	Pi	oblem-Solving Process	to Increase Studer	ncrease Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning	Principal	Diagnostic Tests. Examination of student work during LTMs	Student Attendance Records. Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs.	
2	Mental Health Issues	On call therapist; group/individual therapy; IEP accommodations during testing	Student Advocate; Therapist; ESE Contact	Diagnostics; FCAT Reading	Diagnostics; FCAT Reading	

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:						
satis	conomically Disadvantag factory progress in readi ing Goal #5E:	-		This subgroup did not make AYP for 2012.			
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:			
This s	ubgroup did not make AYP	for 2012.	86% of ED stud	86% of ED students will make AYP.			
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availability for learning	Principal	Diagnostic Tests. Examination of student work during LTMss Student Attendance Records.	Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs.		
2	Mental Health Issues	Use of on-call therapy; individual/group therapy; IEP accommodations	Student Advocate; Therapist; ESE contact	Diagnostics	Winter Diagnostics; FCAT Reading		

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
Understanding By Design	k-12	Reading Coach/Principal	All teachers.	Began in June, 2012.	9	Principal/Reading Coach

Reading Budget:

N/A

Strategy	Description of Resources	Funding Source	Available Amoun
Springboard materials.	Textbooks and supplies.	Title 1	\$1,228.76
	• • • • • • • • • • • • • • • • • • • •	-	Subtotal: \$1,228.7
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Read About	Technology component for elementary education remediation.	Title 1	\$2,500.00
			Subtotal: \$2,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Springboard Training	Training regarding the implementation of the Springboard Curriculum.	Title 1	\$602.98
Curriculum Alignment	Part-time in system for reading teachers	Title 1	\$1,000.00
			Subtotal: \$1,602.9
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Subscription to educational magazine for classroom teachers.	Educational Leadership Magazine	Title 1	\$1,300.00
			Subtotal: \$1,300.00
			Grand Total: \$6,631.74

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.					
Students scoring proficient in listening/speaking. CELLA Goal #1:	N/A				
2012 Current Percent of Students Proficient in listening/speaking:					

	Problem-Solving Pro	ocess to Increa	se Student A	Achievement	
Anticipated Barrier	Strategy	Person or Position Responsib for Monitoring	le Determ Effectiv	eness of	Evaluation Tool
		No Data Submi	ited		
Students read in English	at grade level text in a	manner similar	o non-ELL stu	udents.	
2. Students scoring pr CELLA Goal #2:	oficient in reading.	N/A			
2012 Current Percent	of Students Proficient	in reading:			
N/A					
	Problem-Solving Pro	ocess to Increa	se Student A	Achievement	
Anticipated Barrier	Strategy	Person or Position Responsib for Monitoring	le Determ Effectiv	eness of	Evaluation Tool
		No Data Submi	ted		
Students write in English	n at grade level in a mar	nner similar to no	n-ELL studen	its.	
3. Students scoring pro	oficient in writing.	N/A			
2012 Current Percent	of Students Proficient	in writing:			
N/A					
	Problem-Solving Pro	ocess to Increa	se Student A	achievement	
Anticipated Barrier	Strategy	Person or Position Responsib for Monitoring	le Determ Effectiv	eness of	Evaluation Tool

No Data Submitted

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

End of CELLA Goals

Elementary School Mathematics Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. The percentage of students scoring proficient increased by Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 35% (6) of students scored level 3 in mathematics. 45% (9) of students will score level 3 in mathematics. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Mental health needs will Principal Student Attendance Emphasize therapeutic Student Records. Opportunity interfere with students' component of school in Attendance attendance at school. order to minimize Room Logs. Records. distruptions/lack of Opportunity Room availablilty for learning. Logs. Students struggle with The Backward Design Administration/LTF Professional Development LTM Model will be used in higher order thinking on Understanding By Classroom questions. This impedes Reading Classes. This will Walkthroughs Design their ability to score at or require teachers to Common Planning above proficiency on the incorporate higher order **Evaluations FCAT** thinking questions into their lessons on a day to day basis. Teachers will utilize Assistant Principal Formative Assessments Students do not fully Classroom comprehend instruction GIZMOS to address LTM Walkthroughs 3 with traditional different learning styles. LTM approaches to learning Mental Health Issues. Student Advocate; Fall/Winter Diagnostics; Fall/Winter On call therapy: group/individual therapy; Therapists: ESE Biology Diagnostics Diagnostics: IEP accommodations Contact Biology Diagnostics

1	d on the analysis of studer provement for the following	it achievement data, and r	eference to "Guidin	g Questions", identify and	define areas in need	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:			S. We will have a and 6 of 10%.	We will have an increase of students scoring at levles 4, 5, and 6 of 10%.		
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
1	(3) of students scored level ematics.	els 4, 5, and 6 in	21% (6) of stu mathematics.	21% (6) of students will score levels 4, 5, and 6 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	
	Mental health needs will	Emphasize therapeutic	Principal	Student Attendance	Student	

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

		interfere with students'	component of school in	I	Records. Opportunity	Attendance
-	1	attendance at school.	order to minimize	F	Room Logs.	Records.
-			distruptions/lack of			Opportunity Room
			availablilty for learning.			Logs.

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. 6%(1) student scored at or above Achievement level 4 in mathematics. Mathematics Goal #2a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 6%(1) student scored at or above Achievement level 4 in 11% of students will score at or above Achivement level 4 in mathematics. mathematics. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool** Anticipated Barrier Strategy Responsible for Effectiveness of Monitoring Strategy Therapeutic environment | Student Advocate; | Performance on Mental Health Issues Diagnostic Tests; Interfere with students' is prevelant throughout Therapists Diagnostic Tests, Formative and ability to excel in the the school day. On Call formative and summative Summative classroom. therapist is always assessments and FCAT Assessments: available; individual that FCAT group therapy

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 A significant percentage of our students scored at or above mathematics. Achievement level 7 in mathematics. Mathematics Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 81% (22) of students scored at or above Achievement level 86% of students will score at or above Achievement level 7 7 in mathematics. in mathematics. Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Anticipated Barrier Responsible for **Evaluation Tool** Strategy Effectiveness of Monitoring Strategy Students struggle with The Backward Design Adminstration/Reading Professional Development Walkthroughs and higher order thinking Model will be used in on Understanding by Common Planning. Coach questins. this impedes Reading Classes. this will Design their ability to score at require teachers to or above proficiency on incorporate higher order the FCAT. thinking questions into their lesson plans on a

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

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

day to day basis.

Mathematics Goal #3a:						
2012	Current Level of Perforr	mance:	:	2013 Expected	Level of Performance:	
	Pr	roblem-Solving Proces	s to In	ncrease Studer	nt Achievement	
	Anticipated Barrier	Strategy	- 1	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mental Health Issues interfere with student success.	Availabilty of On Call Therapist;	ESE	Contact;	Formative and Summative assessments; FCAT	Diagnostic Tests; Formative and Summative assessments; 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 group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in The size of the elementary school is so small that learning mathematics. gains are not computed. Mathematics Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: The size of the elementary school is so small that learning The size of the elementary school is so small that learning gains are not computed. gains are not computed. Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Anticipated Barrier Strategy Responsible for **Evaluation Tool** Effectiveness of Monitoring Strategy Students efficacy and An aggressive Positive Administration/Positive Performance on Performance on belief in oneself is often Behavior Support plan Behavior Support Knowlege Checks, Knowlege Checks, damaged due to a lack Opportunity Room logs, Opportunity Room that focuses on Team. of a track record of PBS tracking sheet. logs, PBS tracking rewarding appropriate success in behavior rather than sheet. comprehensive schools. punishin negative This leads to the behaviro. Additionally, a expectation of failure forgiving grading system instead of the designed to highlight expectation of success student success rather which is often a selfthan document the lack fulfilling prophecy. thereof.

Based on the analysis of student achievement data, and refe of improvement for the following group:	erence to "Guiding Questions", identify and define areas in need
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	We do not have a lowest 25%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
We do not have a lowest 25%.	We do not have a lowest 25%.

	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	Mental Health Issues interfere with student success.	Availabilty of On Call Therapist; Individual and Group Therapy; IEP Accomodations	Student Advocate; ESE Contact; Therapists	Formative and Summative assessments; FCAT	Diagnostic Tests; Formative and Summative assessments; FCAT					
2	Lack of ability to offer tutoring after school or during the academic day.	instruction using	Principal; Assistant Principal; LTF	Formative and Summative assessments; FCAT	Diagnostic Tests; Formative and Summative assessments; FCAT					

Based	on Amb	itious but Achi	evable Annual	Measurable Ol	ojectiv	ves (AMOs), AM	O-2, F	Reading and Math Pe	erformance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			By targo assessmo weakness	eting ents ses w	designed to he will focus	based nighli out e	on Knowledge Ch ght students' st fforts on the sk lave data chats w	rengths and ills that our		
	ine data 0-2011	2011-2012	2012-2013	2013-201	14	2014-2015		2015-2016	2016-2017	
			dent achievemoving subgroup:		refere	nce to "Guiding	J Ques	tions", identify and	define areas in need	
Hispa satisf	nic, Asia actory p	0 1 3	ethnicity (Wh Indian) not n athematics.		(Our population is so small that we do not have subgroups.				
2012	Current	Level of Perf	ormance:		:	2013 Expected Level of Performance:				
Our po	opulation	ı is so small th	at we do not h	ave subgroups	S. (Our population	is so s	mall that we do not	have subgroups.	
			Problem-Sol	ving Process	to I n	crease Studer	nt Ach	ievement		
	Antic	ipated Barrie	r St	rategy		Person or Position sponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool	
	negative	Health issues Bly impact S' ability to material.	On call the therapy, ir therapy	erapy, group adividual	Prin	cipal, Assistant cipal; Student ocate	on ca reque	oring of room calls, II therapist sts, and talizations under Act.	Diagnostic Tests	

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.

Our population is so small that we do not have subgroups.

Mathematics Goal #5C:

2012 Current Level of Performance:			2013 Expected Level of Performance:				
Our population is so small that we do not have subgroups.			Our population is so small that we do not have subgroups.				
	Problem-Solving Proce	Increase Student Achievement					
Anticipated Barrier	Strategy	Person Positio Respo for Monito		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. Our population is so small that we do not have subgroups. Mathematics Goal #5D: 2012 Current Level of Performance: 2013 Expected Level of Performance: Our population is so small that we do not have subgroups. Our population is so small that we do not have subgroups. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Effectiveness of Responsible for Monitoring Strategy Mental health needs will Emphasize therapeutic Principal Diagnostic Tests. Student interfere with students' component of school in Examination of student Attendance attendance at school. order to minimize work during LTMs Records. distruptions/lack of Opportunity Room availablilty for learning Logs. Student Attendance Records. Opportunity Room Logs.

	on the analysis of student provement for the following		eference to "Guiding	Questions", identify and	define areas in need		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:				Our population is so small that we do not have subgroups.			
2012 Current Level of Performance:			2013 Expected	2013 Expected Level of Performance:			
Our po	opulation is so small that v	ve do not have subgroups.	Our population i	Our population is so small that we do not have subgroups.			
	Pr	oblem-Solving Process t	o Increase Studen	t Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1	attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning	'	Examination of student work during LTMss Student Attendance Records.	Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs.
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End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

	d on the analysis of student approvement for the following		eference to "Guiding	Questions", identify and o	define areas in nee	
1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:				The percentage of students scoring proficient increased by		
201	2 Current Level of Perforn	nance:	2013 Expected	Level of Performance:		
35%	(6) of students scored leve	I 3 in mathematics.	45% (9) of stud	lents will score level 3 in n	nathematics.	
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1		Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning.	Principal	Student Attendance Records. Opportunity Room Logs.	Student Attendance Records. Opportunity Room Logs.	
2	questions. This impedes their ability to score at or above proficiency on the FCAT		Administration/LTF	Professional Development on Understanding By Design	LTM Classroom Walkthroughs Common Planning Evaluations	
3	Students do not fully comprehend instruction with traditional approaches to learning	Teachers will utilize GIZMOS to address different learning styles.	Assistant Principal	Formative Assessments LTM	Classroom Walkthroughs LTM	
4	Mental Health Issues.	On call therapy; group/individual therapy; IEP accommodations	Student Advocate; Therapists; ESE Contact	Fall/Winter Diagnostics; Biology Diagnostics	Fall/Winter Diagnostics; Biology Diagnostics	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in ne of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	Basic math skills are difficult for many of our students.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
11% (3) students scored at levels 4, 5, and 6 in mathematics.	16% of students will score at levels 4, 5, and 6 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					
Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning.	Principal	Student Attendance Records. Opportunity Room Logs.	Student Attendance Records. Opportunity Room Logs.					

	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:								
			6% (1) student scored at or above Achievement level 4 in mathematics.						
2012	Current Level of Perform	nance:		2013 Expected	Level of Performance:				
6% (1) student scored at or above Achievement level 4 in mathematics.				11% of students will score at or above Achievement level 4 in mathematics.					
	Pr	oblem-Solving Process t	to I r	ncrease Studer	nt Achievement				
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Mental Health Issues Interfere with students' ability to excel in the classroom.	Therapeutic environment is prevelant throughout the school day. On Call therapist is always available; individual that group therapy		ident Advocate; erapists	Performance on Diagnostic Tests, formative and summative assessments and FCAT	Diagnostic Tests; Formative and Summative Assessments; FCAT			

	d on the analysis of stude provement for the followir	nt achievement data, and ng group:	refer	rence to "Guiding	Questions", identify and d	efine areas in need
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:			We had a very high percentage of our students score at or above Achievement level 7 in mathematics.			
2012	2 Current Level of Perfor	rmance:		2013 Expected	Level of Performance:	
1	81% (22) students scored at or above Achievement Level 7 in mathematics.			86% of students will score at or above Achievement level 7 in mathematics.		
	F	Problem-Solving Process	s to I	ncrease Student	Achievement	
	Anticipated Barrier	Strategy		rson or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students struggle with higher order thinking questins. this impedes their ability to score at or above proficiency on the FCAT.	The Backward Design Model will be used in Reading Classes. this will require teachers to incorporate higher order thinking questions into their lesson plans on a	Admi Coad		Professional Development on Understanding by Design	Walkthroughs and Common Planning.

day to day basis. 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. More than half of our students made a learning gain in Mathematics Goal #3a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 64% (9) students made a learning gain in mathematics. 69% of students will make a learning gain in mathematics. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Mental Health Issues Availabilty of On Call Student Advocate; Diagnostic Tests; Diagnostic Tests; Therapist; interfere with student ESE Contact; Formative and Summative Formative and success. Therapists assessments; FCAT Summative assessments; 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 group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in The number of students making learning gains on the FAA in mathematics. mathematics increased significantly from the previous year. Mathematics Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 42% of students will make a learning gain in mathematics on 37% (10) students made a learning gain in mathematics on the FAA. the FAA.

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 efficacy and belief in oneself is often damaged due to a lack of a track record of success in comprehensive schools. This leads to the expectation of failure instead of the expectation of success which is often a self-fulfilling prophecy.	An aggressive Positive Behavior Support plan that focuses on rewarding appropriate behavior rather than punishin negative behaviro. Additionally, a forgiving grading system designed to highlight student success rather than document the lack thereof.	Administration/Positive Behavior Support Team.	Knowlege Checks,	Performance on Knowlege Checks, Opportunity Room logs, PBS tracking sheet.

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.

Math	ematics Goal #4:							
2012	Current Level of Perfo	rmance:		4	2013 Expected	d Level	of Performance:	
		Problem-So	olving Process	to I n	crease Studer	nt Achi	evement	
	Anticipated Barrier	S	Strategy		Person or Position Responsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool
1	Mental Health Issues interfere with student success.	Therapist	y of On Call ; Individual and erapy; IEP ations	ESE	dent Advocate; Contact; rapists	Forma	ostic Tests; itive and Summative sments; FCAT	Diagnostic Tests; Formative and Summative assessments; FCAT
2	Lack of ability to offer tutoring after school or during the academic da	instructio	essionals and		cipal; Assistant cipal; LTF	Forma	ostic Tests; itive and Summative sments; FCAT	Diagnostic Tests; Formative and Summative assessments; FCAT
Based	d on Ambitious but Achie	vable Annua	l Measurable Ob	jectiv	ves (AMOs), AM	O-2, R	eading and Math Pe	erformance Target
Meası	mbitious but Achievable urable Objectives (AMOs of will reduce their achiev %.	. In six yea	By targe assessme weakness	ting nts es w	designed to h e will focus	based nighli out e	on Knowledge Ch ght students' st fforts on the sk ave data chats w	rengths and ills that our
	line data 0-2011 2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017
	d on the analysis of stude provement for the followi			efere	nce to "Guiding	Quest	ions", identify and (define areas in nee
5B. S Hispa	student subgroups by eanic, Asian, American I factory progress in ma	thnicity (W ndian) not	hite, Black,	(Our population	is so sr	mall that we do not	have subgroups.
2012	Current Level of Perfo	rmance:		2	2013 Expected	d Level	of Performance:	
Our p	opulation is so small tha	t we do not	have subgroups	. (Our population	is so sr	mall that we do not	have subgroups.
		Problem-Sc	olving Process	to In	crease Studer	nt Achi	evement	
	Anticipated Barrier	S	trategy		Person or Position sponsible for Monitoring		rocess Used to Determine ffectiveness of Strategy	Evaluation Tool
1	Mental Health issues negatively impact students' ability to master material.	On call th therapy, i therapy	erapy, group ndividual	Princ	cipal, Assistant cipal; Student ocate	on cal reques	oring of room calls, I therapist sts, and alizations under Act.	Diagnostic Tests

Based on the analysis of soft improvement for the fo		ata, and refer	rence to "Gu	uiding Questions", ident	tify and define areas in need
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:					
2012 Current Level of Performance:				ected Level of Perforr	mance:
N/A			N/A		
	Problem-Solving	Process to I	ncrease St	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
Based on the analysis of	student achievement d	ata, and refer	ence to "Gi	uidina Ouestions", ident	tify and define areas in need
of improvement for the fo		ara, aria refer	1	a.ag edostions / identi	, aa donnio di cao in nicod

1	on the analysis of studen provement for the following	t achievement data, and r g subgroup:	eference to "Guiding	g Questions", identify and	define areas in need	
satist	tudents with Disabilities factory progress in math ematics Goal #5D:	. ,	30% (3) of Stud satisfactory pro	dents with Disabilities (SW ogress.	(D) did not make	
2012	Current Level of Perforr	nance:	2013 Expected	2013 Expected Level of Performance:		
	(3) of Students with Disabi actory progress.	ilities (SWD) did not make	24% of SWD wi mathematics.	ill not make satisfactory p	rogress in	
	Pr	oblem-Solving Process	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning	Principal	Diagnostic Tests. Examination of student work during LTMs	Student Attendance Records. Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:						
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:						
2012 Current Level of Performance:	2013 Expected Level of Performance:					

Pr	roblem-Solving Process	to Increase Studer	nt Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning	Principal	Diagnostic Tests. Examination of student work during LTMss Student Attendance Records.	Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs.

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. Basic math skills are difficult for many of our students. Mathematics Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: 11% (3) of students scored at levels 4, 5, and 6. 17% (4) will score at levels 4, 5, and 6. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy On call therapy, Mental Health Issues. Student On call therapy logs. Knowledge therapeutic Advocate/Principal Checks. environment

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. Students need to continue to improve on basic math skills. Mathematics Goal #2: 2012 Current Level of Performance: 2013 Expected Level of Performance: 81% (22) of students scored at or above level 7 in 85% (23) of student scored at or above level 7 in mathematics. mathematics. Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Strategy Monitoring Mental Health Issues. On call therapy, Student On call therapy logs. Knowledge

		environment.	·			
	d on the analysis of stud ed of improvement for th		nd reference to "Gu	iding Questions", identif	y and define areas	
3. FI	orida Alternate Assess	ment: Percent of stude	ents			
maki	ing learning gains in m	athematics.	Students will co	Students will continue to work on basic math skills.		
Math	nematics Goal #3:					
2012	2 Current Level of Perfo	ormance:	2013 Expected	2013 Expected Level of Performance:		
37%	(10) of students made a	learing gain.	45% (12) will n	nake a learning gain.		
	Pro	blem-Solving Process	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Mental Health issues.	On Call therapy, therapeutic environment.	Student Advocate/Principal.	On call logs.	Knowledge Checks	

Advocate/Principal.

Checks

therapeutic

Algebra End-of-Course (EOC) Goals

1

	on the analysis of student provement for the following		eference to "Guiding	g Questions", identify and o	define areas in need
Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:				of students scoring at Ac increase.	hievement Level 3
2012	Current Level of Perforn	nance:	2013 Expected	d Level of Performance:	
22%	(1) students scored at ach	ievement level 3.	33% (3) will so	ore at achievement level 3	
	Pr	oblem-Solving Process t	to Increase Studer	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning.	Principal	Student Attendance Records. Opportunity Room Logs.	Student Attendance Records. Opportunity Room Logs.
2	questions. This impedes their ability to score at or above proficiency on the FCAT	The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis.		Professional Development on Understanding By Design	LTM Classroom Walkthroughs Common Planning Evaluations
	Mental Health Issues.	On call therapy;	Student Advocate;	Fall/Winter Diagnostics;	Fall/Winter

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

3	group/individual therapy;	Therapists; ESE	Biology Diagnostics	Diagnostics;
	IEP accommodations	Contact		Biology Diagnostics

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. The percentage of students scoring at Achievement Level 3 in Algebra I will increase. Algebra Goal #2: 2012 Current Level of Performance: 2013 Expected Level of Performance: 22% (2) will score at or above Achievement Level 4 in 11% (1) scored at or above Achievement Level 4 in Algebra. Algebra. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Therapeutic environment | Student Advocate; | Performance on Mental Health Issues Diagnostic Tests; Interfere with students' is prevelant throughout Therapists Diagnostic Tests, Formative and ability to excel in the the school day. On Call formative and summative Summative classroom. assessments and FCAT Assessments; therapist is always available; individual that FCAT group therapy

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			rate will wil next 6 years.	upon the curricu ll reduce our ach		
Baseline data			3A :			<u> </u>
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	33%	43%	53%	63%	73%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Not all subgroups made satisfactory progress in Algebra. Algebra Goal #3B: 2012 Current Level of Performance: 2013 Expected Level of Performance: White students were 40% (2) proficient and Hispanic White 50% students were 100% (1) proficient while Black student were Hispanic 100% 0% (0) proficient. Black 50% Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy On call therapy, group Principal, Assistant Monitoring of room calls, Mental Health issues Diagnostic Tests therapy, individual negatively impact Principal; Student on call therapist

1	students' ability to master material.	therapy	Ad	vocate	requests, and Hospitalizations ur Baker Act.	nder	
	d on the analysis of provement for the fo		t data, and refer	rence to "Gi	uiding Questions", identi	ify and define areas in nee	
1	inglish Language L factory progress i	earners (ELL) not i n Algebra.	making	We do not	have ELL students at Ir	ndian Ridge School.	
Algel	bra Goal #3C:						
2012	Current Level of F	Performance:		2013 Exp	2013 Expected Level of Performance:		
We d	o not have ELL stuc	lents at Indian Ridge	e School.	We do not have ELL students at Indian Ridge School.			
		Problem-Solvi	ng Process to I	ncrease St	tudent Achievement		
Anti	cipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
			No Data	Submitted		·	

	on the analysis of studen provement for the following		eference to "Guidin	g Questions", identify and	define areas in need	
satist	tudents with Disabilities factory progress in Algel ora Goal #3D:	. ,		is represented under the T udents at Indian Ridge Scl		
2012	Current Level of Perforn	nance:	2013 Expecte	d Level of Performance:		
	subgroup is represented un of the students at Indian			This subgroup is represented under the Total number as 100% of the students at Indian Ridge School are disabled.		
	Pr	oblem-Solving Process	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning	Principal	Diagnostic Tests. Examination of student work during LTMs	Student Attendance Records. Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs.	

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E: We will execute an aggressive progress monitoring plan to ensure growth within this subgroup.	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:					
	satisfactory progress in Algebra.					

2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:		
20%	(1) student made satisfact	ory progress in Algebra.	40% (2) will m	40% (2) will make satisfactory progress in Algebra.		
	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	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning	Principal	Diagnostic Tests. Examination of student work during LTMss Student Attendance Records.	Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs.	

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. N/A Geometry Goal #1: 2012 Current Level of Performance: 2013 Expected Level of Performance: 50% (3) of students will score at Achievement Level 3 in N/A Geometry. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Effectiveness of Responsible for Monitoring Strategy Mental health needs will Emphasize therapeutic Principal Student Attendance Student interfere with students' component of school in Records. Opportunity Attendance attendance at school. order to minimize Room Logs. Records. distruptions/lack of Opportunity Room availablilty for learning. Logs. The Backward Design Administration/LTF Professional LTM Students struggle with higher order thinking Model will be used in Development on Classroom questions. This impedes Reading Classes. This Understanding By Walkthroughs their ability to score at will require teachers to Common Planning Design 2 or above proficiency on incorporate higher order Evaluations the FCAT thinking questions into their lessons on a day to day basis. Fall/Winter Diagnostics; Fall/Winter Mental Health Issues. On call therapy; Student group/individual Advocate; Biology Diagnostics Diagnostics; 3 Therapists; ESE therapy; IEP Biology accommodations Contact Diagnostics

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.				N/A				
Geometry Goal #2:								
2012	Current Lev	vel of Perfo	rma	nce:		2013 Expecte	d Level of Performand	ce:
N/A						20% (1) of stu Level 4 in Geor	dents will score at or a netry.	bove Achievement
		Prol	olen	n-Solving Process t	o I r	ncrease Stude	nt Achievement	
	Anticipate	ed Barrier		Strategy		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Interfere with students' environment is Ad		Αd	ident vocate; erapists	Performance on Diagnostic Tests, formative and summative assessment and FCAT	Diagnostic Tests; Formative and Summative s Assessments; FCAT		
Dans	J a.a. A.a.a.la.iki.a	ما دا د د د د د د د د د د د د د د د د د	الملمد	- Aramad Massaurahla	Olai	inations (ANAOs)	AMO O Deading and	Matte Danfanna an
Targe		is but Achie	vabie	e Annuai Measurable	Cao	jectives (AlviOs)	, AMO-2, Reading and	wath Performance
Annua (AMO	mbitious but al Measurable s). In six yea e their achie	e Objectives ar school will		Geometry Goal # Indian Ridge in the next s 3A:			uce the achievement	gap by 50%
1	seline data 011-2012	2012-201	13	2013-2014		2014-2015	2015-2016	2016-2017
				achievement data, ar lowing subgroup:	nd re	eference to "Gu	uiding Questions", identi	fy and define areas
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.				N/A				
Geometry Goal #3B:								
2012 Current Level of Performance:					2013 Expected Level of Performance:			
N/A						N/A		
		Prol	olen	n-Solving Process t	o I r	ncrease Stude	nt Achievement	

Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Mental Health issues On call therapy, group Principal, Monitoring of room Diagnostic Tests negatively impact students' ability to therapy, individual Assistant calls, on call therapist Principal; Student requests, and therapy master material. Hospitalizations under Advocate Baker Act.

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:			N/A			
2012 Current Level of	Performance:		2013 Exp	2013 Expected Level of Performance:		
N/A			N/A			
	Problem-Solving	g Process to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: 3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. N/A Geometry Goal #3D: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Mental health needs will Emphasize therapeutic Principal Diagnostic Tests. Student interfere with students' component of school in Examination of student Attendance order to minimize attendance at school. work during LTMs Records. Opportunity Room Logs. Student distruptions/lack of availablilty for learning Attendance Records. Opportunity Room Logs.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	N/A				
2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	N/A				

	Problem-Solving Process to Increase Student Achievement							
		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1				·	Diagnostic Tests. Examination of student work during LTMss Student Attendance Records.	Opportunity Room Logs. Student Attendance Records. Opportunity Room Logs.		

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
Understanding By Design.	k-12	Reading Coach/Principal	School Wide	Began June 2012.	Knowledge Checks, quarterly exams.	Reading Coach/Principal.
Springboard	6-12.	Math Teachers.	6-12.	Began June 2012.	Knowledge Checks, quarterly exams.	Reading Coach/Principal.

Mathematics Budget:

			Subtotal: \$0.0
No Data	No Data	No Data	\$0.00
Strategy	Description of Resources	Funding Source	Available Amount
Other			Subtotal: \$1,255.5
Curriculum Alignment for Math Teacher.	Curriculum alignment using Springboard training.	Title 1	\$1,255.50
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development			Subtotal: \$500.0
	program.		Subtotal: \$500.00
IXL	Subscription for on line math	Title 1	\$500.00
Strategy	Description of Resources	Funding Source	Available Amount
Гесhnology			
tonto control	tontacono.		Subtotal: \$1,390.5
Springboard materials and textbooks.	Springboard materials and textbooks.	Title 1	\$1,390.57
Strategy	Description of Resources	Funding Source	Available Amount

End of 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 science. Indian Ridge School will increase the percentage of students who score proficient on the Science FCAT. Science Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: 50% (4) students scored proficient on the Science 65% (5) students will score proficient on the Science FCAT. FCAT. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Mental health needs Emphasize therapeutic Principal Student Attendance Student will interfere with component of school ir Records. Opportunity Attendance students' attendance order to minimize Records. Room Logs. at school. distruptions/lack of Opportunity availablilty for learning. Room Logs. Students struggle with The Backward Design Administration/LTF Professional LTM higher order thinking Model will be used in Development on Classroom questions. This Reading Classes. This Understanding By Walkthroughs impedes their ability to will require teachers to Design Common Planning score at or above incorporate higher Evaluations proficiency on the order thinking questions into their FCAT lessons on a day to day basis. On call therapy; Mental Health Issues. Student Fall/Winter Fall/Winter group/individual Advocate; Diagnostics; Biology Diagnostics; 3 therapy; IEP Therapists: ESE Diagnostics Biology

	3	dent achievement data, a t for the following group		Guiding Questions", ide	ntify and define	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:			1 10030 300 E10	Please see Elementary and Middle School Science section for this information.		
2012	2 Current Level of Perf	ormance:	2013 Expecte	ed Level of Performan	ce:	
Please see Elementary and Middle School Science section for this information.				Please see Elementary and Middle School Science section for this information.		
	Prob	olem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning.		Student Attendance Records. Opportunity Room Logs.	Student Attendance Records. Opportunity Room Logs.	

Contact

Diagnostics

accommodations

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1	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:							
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:				Students scoring Level 4 on the Spring, 2012 FCAT will maintain or increase their level on the 2013 FCAT 2.0.				
2012	Current Level of Perfo	ormance:	2013 Expecte	ed Level of Performand	ce:			
O students scored at or above Achievement level 4 in science.				At least 1 student will score at or above Achievement level 4 in science.				
	Prob	lem-Solving Process t	o Increase Stude	ent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1	Mental Health Issues Interfere with students' ability to excel in the classroom.	Therapeutic environment is prevelant throughout the school day. On Call therapist is always available; individual that group therapy	Student Advocate; Therapists	Performance on Diagnostic Tests, formative and summative assessments and FCAT	Diagnostic Tests; Formative and Summative Assessments; 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 group:						
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:			Students scoring Level 7 on the Spring, 2012 FCAT will maintain or increase their level on the 2013 FCAT 2.0.				
201	2 Current Level of Pe	rformance:		2013 Expected	Level of Performanc	e:	
	73% (8) of students scored at or above Achievement level 7 in science.			80% (9) of students will score at or above Achievement level 7 in science.			
	Pro	oblem-Solving Proces	s to I	ncrease Studer	t Achievement		
	Anticipated Barrier	Strategy	Person or Positio Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students struggle with higher order thinking questins. this impedes their ability to score at or above proficiency on the FCAT.	Model will be used in	Admii Coacl	nstration/Reading h	Professional Development on Understanding by Design	Walkthroughs and Common Planning.	

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:							
Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:			Please see Elementary and Middle School Science section for this information.				
2012 Current Level of Performance:			2013 Exp	pected Level of Perform	mance:		
Please see Elementary and Middle School Science section for this information.			Please see Elementary and Middle School Science section for this information.				
	Problem-Solving Process	s to I	ncrease S	tudent Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
No Data Submitted							

3	f student achievement data ement for the following grou		reference	to "Guiding Questions",	identify and define	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:		Please see Elementary and Middle School Science section for this information.				
2012 Current Level of Performance:			2013 Expected Level of Performance:			
Please see Elementary and Middle School Science section for this information.			Please see Elementary and Middle School Science section for this information.			
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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	No data available.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			

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

No data available			50% (4) students will score at Achievement level 3 in Biology.		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning.		Student Attendance Records. Opportunity Room Logs.	Student Attendance Records. Opportunity Room Logs.
2	Students struggle with higher order thinking questions. This impedes their ability to score at or above proficiency on the FCAT	Model will be used in Reading Classes. This	Administration/LTF	Professional Development on Understanding By Design	LTM Classroom Walkthroughs Common Planning Evaluations
3		On call therapy; group/individual therapy; IEP accommodations	Student Advocate; Therapists; ESE Contact	Fall/Winter Diagnostics; Biology Diagnostics	Fall/Winter Diagnostics; Biology Diagnostics

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:			No data a	available.	
2012 Current Level o	f Performance:		2013 Exp	pected Level of Perfo	ormance:
No data available.			No data available.		
	Problem-Solving Prod	cess to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Understanding by Design	k-12	Principal/Reading Coach	All teachers	2012 with bi- weekly		Principal, Reading coach.
Marzano Training	k-12	Principal	All teachers	November 2012.	Observations.	Principal.

Science Budget:

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

End of Science Goals

Writing Goals

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

1	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:				ts tested scored a level	3 or higher in		
2012 Current Level of Performance:			2013 Expecte	2013 Expected Level of Performance:			
70% (7) of students tested scored a level 3 or higher in FCAT Writes.			1 80% (8) of stu	dents tested will be prof	icient in writing.		
	Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

1	Mental Health Issues	On call therapy; group/individual therapy; IEP accommodations		Palm Beach Writes/ 4 times	FCAT Writes
			·	Diagnostic tests. Examination of student work during LTMs.	Student attendance records. Opportunity room logs.
3	schedule due to struggles in previous	plan has been adopted to organize PB Writes, prescriptive feedback	Principal; Assistant Principal; LTF; Language Arts teachers	PB Writes.	PB Writes.

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. 91% (10)of students tested scored a level 4 or higher in Florida Alternate Assessment. Writing Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: 91% (10) of students tested scored a level 4 or higher in 96% (11) will score a level 4 or higher in Florida Alternate Florida Alternate Assessment. Assessment. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Strategy Anticipated Barrier Responsible Evaluation Tool Effectiveness of Strategy Monitoring No Data Submitted

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Indian Ridge School wrote a comprehensive writing plan over the summer designed to improve teacher capacity as well as organizational monitoring.	Grades 4, 8, and 10.	Assistant Principal.	Select teachers.	Early release and Professional Development Days.	Palm Beach Writes, Knowledge Checks.	Assistant Principal.

Writing Budget:

Evidence-based Program(s)	/Material(s)		
Strategy	Description of Resources	Funding Source	Available Amoun
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.0
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Curriculum Alignment	Curriculum Alignment using Springboard/Backward Design Model.	Title 1	\$450.00
			Subtotal: \$450.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$450.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

to day basis.

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 Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Mental health needs will Emphasize therapeutic Principal Student Attendance Student interfere with students' component of school in Records. Opportunity Attendance attendance at school. order to minimize Room Logs. Records. distruptions/lack of Opportunity Room availablilty for learning. Logs LTM Students struggle with The Backward Design Administration/LTF Professional higher order thinking Model will be used in Development on Classroom questions. This impedes Reading Classes. This Understanding By Walkthroughs their ability to score at will require teachers to Design Common Planning or above proficiency on incorporate higher order Evaluations the FCAT thinking questions into their lessons on a day

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

	Mental Health Issues.	On call therapy;	Student	Fall/Winter Diagnostics;	Fall/Winter
2		group/individual	Advocate;	Biology Diagnostics	Diagnostics;
3		therapy; IEP	Therapists; ESE		Biology
		accommodations	Contact		Diagnostics

	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 4 and 5 in Civics.	or above Achievement Le	evels			
Civics Goal #2:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perfo	rmance:
	Problem-Solving Proces	s to I	ncrease S	tudent Achievement	:
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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-Cource (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. I	History Goal #1:					
2012	Current Level of Perfo	rmance:	20	013 Expecte	d Level of Performance) :
	Pro	blem-Solving Process	to Inc	rease Stude	nt Achievement	
	Anticipated Barrier	Strategy	Res	Person or Position ponsible for onitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Mental health needs will interfere with students' attendance at school.	Emphasize therapeutic component of school in order to minimize distruptions/lack of availablilty for learning.	Princi	pal	Student Attendance Records. Opportunity Room Logs.	Student Attendance Records. Opportunity Room Logs.
2		The Backward Design Model will be used in Reading Classes. This will require teachers to incorporate higher order thinking questions into their lessons on a day to day basis.		nistration/LTF	Professional Development on Understanding By Design	LTM Classroom Walkthroughs Common Planning Evaluations
3	Mental Health Issues.	On call therapy; group/individual therapy; IEP accommodations	Stude Advo Thera Conta	cate; apists; ESE	Fall/Winter Diagnostics; Biology Diagnostics	Fall/Winter Diagnostics; Biology Diagnostics

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						

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

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

U.S. History Budget:

		, no Data	Subtotal: \$0.00
No Data	No Data	No Data	Amount \$0.00
Other Strategy	Description of Resources	Funding Source	Available
		-	Subtotal: \$0.00
No Data	No Data	No Data	\$0.00
Strategy	Description of Resources	Funding Source	Available Amount
Professional Development			Subtotal: \$0.00
No Data	No Data	No Data	\$0.00 Subtotal: \$0.00
Strategy	Description of Resources	Funding Source	Available Amount
Technology			
understanding of history	•	-	Subtotal: \$1,648.1
Historical fiction books to promote literacy and the	Historical fiction books	Title 1	\$1,648.17
Strategy	Description of Resources	Funding Source	Available Amount
Evidence-based Program(s)	iwateriar(s)		

End of U.S. History EOC Goals

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

	d on the analysis of atter provement:	ndance data, and refere	nce to "Guiding Qu	estions", identify and def	fine areas in need	
1. At	tendance					
Atter	Attendance Goal #1:			te for the 2011-2012 scl	hool year was 61%	
2012	Current Attendance Ra	ate:	2013 Expecte	ed Attendance Rate:		
Currently attendance rate is 99%			absences. Mar	Monitor attendance of students to minimize excessive absences. Many of the students require psychiatric hospitaliztions due their mental illness.		
	Current Number of Stunces (10 or more)	udents with Excessive	2013 Expecte Absences (10	ed Number of Students Oor more)	with Excessive	
1			0	0		
	Current Number of Stues (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)		
0			0	0		
	Prol	olem-Solving Process	to Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students require psychiatric hospitalizations due to their severe psychiatric illnes	Use of therapuetic interventions	Therapists	On call log	Data	

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
Positive Behavior Support.	All	PDD Coordinator.	School-wide	continue	Attendance rate, suspension rate, prone restraints, GPA average.	Principal.

Attendance Budget:

Evidence-based Program(s)/Material(s)					
Strategy	Description of Resources	Funding Source	Available Amount		
Positive Behavior Support	"Be the Three" supplies.	Title 1	\$866.68		

			Subtotal: \$866.68
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
Positive Behavior Support	Supplies supporting the program	Title 1	\$3,500.00
			Subtotal: \$3,500.00
			Grand Total: \$4,366.68

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 susp of improvement:	ension data, and refere	ence t	to "Guiding Ques	stions", identify and def	ine areas in need	
Supposion Cool #1.		School data indicates a 15% In School suspension rate for the 2011-2012 school year with respect to duplicated student data results.				
2012 Total Number of In-Sc	hool Suspensions		2013 Expected	d Number of In-Schoo	l Suspensions	
10			Less than 10			
2012 Total Number of Stude	ents Suspended In-Scl	hool	2013 Expected School	d Number of Students	Suspended In-	
10			Less than 10			
2012 Number of Out-of-Sch	ool Suspensions		2013 Expected Number of Out-of-School Suspensions			
37			less than 15			
2012 Total Number of Stude School	ents Suspended Out-o	f-	2013 Expected Number of Students Suspended Out- of-School			
27	27			less than 15		
Prol	olem-Solving Process	to I	ncrease Stude	nt Achievement		
Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Rules governing out of	Intervention of	Ass	sistant Principal	Less out of school	EDW Data	

1	school suspension	therapists and crisis	suspensions	
		team		

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school- wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior Support.	ΔΠ	PDD Coordinator.	School-wide	continue	Attendance rate, suspension rate, prone restraints, GPA average.	Principal

Suspension Budget:

Evidence-based Program(s)/	Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support.	"Be the Three" Supplies	Title 1	\$866.67
			Subtotal: \$866.67
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
"Be the Three"	Printing Resources	Title 1	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,866.67

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention

Dropout Prevention Goal #1:

2% of students dropped out

*Please refer to the percentage of students who dropped out during the 2011-2012 school year.

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

2012	Current Dropout Rate:		2013 Expecte	2013 Expected Dropout Rate:		
2%			Less than 1%	Less than 1%		
2012	Current Graduation Ra	ite:	2013 Expecte	ed Graduation Rate:		
0			100%	100%		
	Prol	blem-Solving Process t	to Increase Stud	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Severe mental health issues	Ongoing therapy and support in community through outside agencies	Principal	Graduation rate	Graduation rate	

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
Positive Behavior Support.	All		All taachars/all	continue	Attendance rates, suspension rates, room call logs, prone restraints.	Principal

Dropout Prevention Budget:

Evidence-based Program(s)/	Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Positive Behavior Support	"Be the Three" supplies.	Title 1.	\$866.67
			Subtotal: \$866.67
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

Grand Total: \$866.67

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)).

	ed on the analysis of pare eed of improvement:	nt involvement data, and	d referenc	e to "Guid	ding Questions", identify	and define areas		
1. P	arent Involvement							
Pare	ent Involvement Goal #	1:						
part	ase refer to the percenta icipated in school activition plicated.	-		ase paren 0% (11).	t involvement in the edu	ucational process		
201	2 Current Level of Pare	nt Involvement:	2013	Expecte	d Level of Parent Invo	Ivement:		
Limi [†] proc	ted involvement of parent ess.	s in the educational		ase atten	rement in the educationa dance at IEP meetings a			
	Pro	blem-Solving Process	to Increa	se Stude	nt Achievement			
	Anticipated Barrier	Strategy	Perso Posi Respons Monit	tion sible for	Process Used to Determine Effectiveness of Strategy	Evaluation Too		
1	Distance of families from school site	Create Parent University that will provide programs to parents that will make commute to school worth the time and effort.	Principal Parent Ou Coordinat		Attendance at IEP mtgs and school functions Volunteer hours	Attendance at IEP mtgs and school functions		
2	Low interest from community members and potential business partners due to size of school.	Volunteer Coordinator will aggressively market school to potential volunteers and business parnters	Partnersh Coordinat	ip	Sign in Sheets Volunteer Hours Business Partners	VIPS Business Partner Applications received.		
3	Lack of "Community School feel" due to geographic location of families	Spaghetti Bowl/Book Fair	Spaghetti Committe		# of attendees, feedback from parents, increase number of volunteers after the event.	Sign in Sheets, volunteer hours logged		
4	Lack of feeling of empowerment by parents.	Parents will be involved in the decision making process and encouraged to join SAC and other school related committees that evaluate our school wide programs.	Liason.		· '		Attendance at Parent University and school outreach events.	Sign in Sheets.
5	Low interest from parents and community members.	Parents will receive timely information about Title 1 programs and other school related events via a printed, monthly newsletter, automated call-outs, phone calls home and newsletters	Assistant	Principal	Attendance at events, attendance at IEP meetings.	Sign in sheets, volunteer hours.		

sent home.

6	Challenging behaviors at home can affect parents' interest in participating at school.	Parent University Workshops: 9/27/12 The Choice is Yours - Tips for a more Harmonious Home 10/25/12 Caring for you and your Family - Crisis Management 11/29/12 The Future is Now - Transitions of Life 1/24/13 A New Beginning - Healthy Changes for the New Year 2/21/13 Fostering Connections - Building Better Relationships 3/21/13 Building Confidence and Motivating Your Child 4/25/13 Family Meetings/Family Nights - A Special Time For All. 5/9/13 Graduation	Liason/Therapeutic Staff	Attendance at workshops.	Sign in Sheets.
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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)	early release) and Schedules (e.g.,	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
Working with families of at risk, mentally ill students	1-12 grades	Family Counselors	All Staff	Behavior Team/Therapist	and the Spaghetti	Principal, Student Advocate

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 Developmen	t		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent University	Monthly training for parents with Family Counselors	Title 1	\$2,000.00
Spaghetti Bowl	Curriculum training for parents	Title 1	\$1,000.00
Postage	Postage for Parent Outreach	Title 1	\$500.00

Subtotal: \$3,500.00

Grand Total: \$3,500.00

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:							
	Problem-Solvin	g Process to Increas	e Student Achievemer	nt			
Anticipated Barrier	Strategy	Person or Position Responsibl 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
		Ν	lo Data Submitted	d		

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

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

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Progr		Description of		
Goal	Strategy	Resources	Funding Source	Available Amoun
Reading	Springboard materials.	Textbooks and supplies.	Title 1	\$1,228.7
Mathematics	Springboard materials and textbooks.	Springboard materials and textbooks.	Title 1	\$1,390.5
U.S. History	Historical fiction books to promote literacy and the understanding of history	Historical fiction books	Title 1	\$1,648.1
Attendance	Positive Behavior Support	"Be the Three" supplies.	Title 1	\$866.68
Suspension	Positive Behavior Support.	"Be the Three" Supplies	Title 1	\$866.6
Dropout Prevention	Positive Behavior Support	"Be the Three" supplies.	Title 1.	\$866.6
echnology				Subtotal: \$6,867.5
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	Read About	Technology component for elementary education remediation.	Title 1	\$2,500.00
Mathematics	IXL	Subscription for on line math program.	Title 1	\$500.00
				Subtotal: \$3,000.0
Professional Developn	nent	Description of		
Goal	Strategy	Description of Resources	Funding Source	Available Amoun
Reading	Springboard Training	Training regarding the implementation of the Springboard Curriculum.	Title 1	\$602.98
Reading	Curriculum Alignment	Part-time in system for reading teachers	Title 1	\$1,000.00
Mathematics	Curriculum Alignment for Math Teacher.	Curriculum alignment using Springboard training.	Title 1	\$1,255.50
Writing	Curriculum Alignment	Curriculum Alignment using Springboard/Backward Design Model.	Title 1	\$450.00
				Subtotal: \$3,308.4
Other		Description of	5 " 0	
Goal	Strategy Subscription to	Resources	Funding Source	Available Amoun
Reading	educational magazine for classroom teachers.	Educational Leadership Magazine	Title 1	\$1,300.00
Attendance	Positive Behavior Support	Supplies supporting the program	Title 1	\$3,500.00
Suspension	"Be the Three"	Printing Resources	Title 1	\$1,000.00
Parent Involvement	Parent University	Monthly training for parents with Family Counselors	Title 1	\$2,000.00
Parent Involvement	Spaghetti Bowl	Curriculum training for parents	Title 1	\$1,000.00
Parent Involvement	Postage	Postage for Parent Outreach	Title 1	\$500.00
				Subtotal: \$9,300.0
				Grand Total: \$22,476.0

Differentiated Accountability

	jn Priority	jn Focus	j∩ Prevent	j ∩ NA	
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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

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.





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

Monitor school finances. Provide ongoing evaluation of the effectiveness of Indian Ridge School's academic and behavioral plan.

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