

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

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Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: PACE SECONDARY SCHOOL

District Name: Leon

Principal: Jane Floyd Bullen

SAC Chair: Scott Ross

Superintendent: Jackie Pons

Date of School Board Approval:

Last Modified on: 10/1/2012

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	Jane Floyd Bullen	M.S. in ESE, B.S. in Mental handicaps Certificaton M.H., SLD, Ed. Ldrshp principalship	17	14	N/A School did not receive grade
Assis Principal	Robin Blackwell	B.A. & M.A. American Studies Cerification is Social Studies Education, Emotional Handicaps, Ed. Ldrshp	30	5	N/A School did not receive grade
Principal					

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.

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)
No data submitted				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

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

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Provide intern opportunities for teachers in training	Assistant Principal	On-going	
2	Regular meetings of new teachers with AssistantPrincipal	Assistant Principal	On-going	
3	Partner new teachers with veteran teachers	Assistant Principal, Mentor Teachers	On-going	
4	Solicit referrals from current employees and district staff	Assistant Principal	On-going	
5	Frequent observations using district observation tools and feedback to teachers	Assistant principal	On-going	
6	Frequent team meetings to discuss instructional and behavioral strategies.	Assistant principal	on-going	

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
0% of instructional staff are out of field. 0% or instructional staff received less than an effective rating.	Provide frequent observations and feedback on use of effective teaching strategies.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
15	13.3%(2)	33.3%(5)	26.7%(4)	26.7%(4)	66.7%(10)	73.3%(11)	20.0%(3)	6.7%(1)	13.3%(2)

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Harry Rotter	Courtney Collins	Dr. Rotter is a highly effective teacher with many years experience. He is participating in the Mentor program for Beginning Teachers	Florida Educator Accomplished Practices will be the focus of monthly meetings of the mentor and mentee. Release time will be provided for pre-observation classroom observations and post observation feedback conferences
Nicole Brown	Jalise Holloman	Ms. Brown is a highly effective teacher with several years experience. She has mentored previous beginning teachers as well as supervised interns. She is participating in the Mentor program for Beginning teachers.	Florida Educator Accomplished Practices will be the focus of monthly meetings of the mentor and mentee. Release time will be provided for pre-observation classroom observations and post observation feedback conferences

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Relevant information Regarding RtI at Pace.

All students at Pace are classified as exceptional education students. Formally known as Severely Emotionally Disturbed, most are now eligible as Emotionally/Behaviorally Disordered. Most students at Pace also have other disabilities such as Specific Learning Disabilities, Language/Speech Impairments or Intellectual Disabilities. Rather than preventing students from becoming eligible as special education students, our goal is to design interventions to help them become more successful both academically and behaviorally and assist them in returning to mainstream settings.

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that school based team is implementing behavioral and academic interventions that support student IEPs, ensures adequate professional development to support academic and behavioral interventions.

Lead Teacher: Assists Assistant Principal in monitoring classroom academic programs and intervening with students having emotional or behavioral problems

Behavior Analyst: Develops and monitors implementation of school wide behavior program. Develops and monitors individual behavior programs.

Parent Liaison: Maintains contact with parents regarding student academic and behavioral concerns, assists with resolving student problems.

Reading Coach: Assists teachers in developing and evaluating school reading progress, provides strategies to assist content area teachers in providing reading instruction.

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?

Leadership team members meet weekly with grade level teams to assess behavioral and academic progress. Team members also attend weekly case management meetings to evaluate individual student progress. Team members participate in monthly academic area meetings.

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

The Leadership team assisted SAC members and the assistant principal in developing the SIP. They provided data on academic and behavioral areas that need to be addressed in the upcoming year.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: Progress Monitoring and Reporting Network (PMRN), Writes Upon Request (WUR), Successmaker Math Levels, FCAT scores from previous year, DA assessments in Math and Science, teacher created pre and post tests

Mid-year: FAIR, WUR, Successmaker, DA assessments

End of year, FAIR, WUR, Successmaker, FCAT

Describe the plan to train staff on MTSS.

Weekly team meetings to assess academic and behavior progress
Monthly academic area meetings
Monthly classroom observations to maintain effective program implementation

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team (LLT) is composed of the Principal, Assistant Principal, Reading Coach, and members from each grade level who serve on the curriculum committee.

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

The LLT meets at least monthly to review school efforts in literacy and curriculum. They bring issues from the faculty and are a problem solving committee that designs implementation plans based on the input received. This group reviews curriculum materials and resources and helps to put curriculum development plans in place.

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

Monitor progress on pacing guides in curriculum areas, increase use of progress monitoring data in lesson planning and help determine staff development plans and allocation of staff development resources.

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.

Strategies for teaching reading in the content area are reviewed monthly in faculty meetings. Opportunities for professional development are provided for all teachers. Reading strategies use and progress being made is monitored through classroom observation, lesson plans and IEP implementation.

*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?

Students 14 and older begin developing Transition Plans through the IEP process with parents/guardians, agencies, teachers and staff. Curriculum areas include career and vocational education, consumer and life management courses.

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?

Transition plans developed through the IEP process help guide course selection whether a student wishes to pursue vocational training or post-secondary education. The Guidance Counselor meets with students at the beginning of the school year to review credits earned and help establish the new schedule. The Assistant principal and Lead Teacher meet with students as needed to review progress.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

The Transition plan in the IEP is reviewed annually and changed as necessary to help students plan for the post secondary level. IEP meetings include parents, agencies and guidance staff to help develop post secondary plans.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase the number of students at proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% of all students achieved proficiency in reading	32% of all students will achieve proficiency in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Behavior problems; students are all placed in school due to significant behavior problems. These problems often result in students being out of class or arriving not ready to learn.	Implement behavioral interventions with fidelity	behavior analyst	classroom observations and weekly team meetings	Individual student behavior data
2	Due to social issues, poverty and environmental issues, students are missing background knowledge needed to understand many reading passages	Provide students with a classroom environment enriched with technology to build background knowledge on materials being studied	Language arts teachers, content area teachers, lead teacher, assistant principal	Teachers will build background knowledge through the use of technology (ex. Virtual field trips) before presenting students with information to increase comprehension, classroom observations	increased growth on FCAT, FAIR and Successmaker data
3	Social issues, trauma, poverty	Work closely with parents and agencies to assist with home issues	Parent Liasion, Assistant Principal	Case notes, case management data	case management reviews
4	Previous suspensions and behavioral issues have caused students to be absent from the learning environment; therefore many students are functioning below grade level and missing pre-requisite skills	provide students with decoding strategies to build fluency and increase the ability to comprehend material.	Language arts teachers, lead teacher, assistant principal.	Daily reading lessons focusing on decoding skills and fluency, classroom observations	Increased growth on FCAT, FAIR and Success maker data
5	Students with behavioral disabilities often have difficulty staying on task and paying attention to instruction	Provide an active learning environment through the use of technology and hands on learning experiences	Language arts teachers, content area teachers, lead teacher, assistant principal and behavior staff	Teachers will provide hands on activities that engage student's interests, (labs, group projects, oral presentations), as well as use instructional technology to engage student's interest in materials being presented.	Individual student behavioral data, increased growth on FCAT, FAIR and successmaker data
	Teachers do not always use most effective	Administrators will conduct frequent	Principal, ssistant Principal, Lead	Frequent review of learning gains in reading	Observation data and rubrics used to

6	instructional strategies.	classroom observations and provide feedback to teachers in order to increase use of research based effective instructional strategies. strategies.	Teacher	as measured by progress monitoring tools and classroom assessments.	rate use of instructional strategies
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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. Reading Goal #1b:	Maintain the number of students scoring 4,5,6 or 7 on FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of identified students scored 4 or above on the FAA.	100% of students will score 4 or above on 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	Behavior problems; students are all placed in school due to significant behavior problems. These problems often result in students being out of class or arriving not ready to learn.	Implement behavioral interventions with fidelity.	Behavior Analyst	classroom observations and weekly team meetings	Individual student behavior data
2	Due to social issues, poverty and environmental issues, students are missing background knowledge needed to understand many reading passages.	Provide students with a classroom environment enriched with technology to build background knowledge on materials being studied.	Language arts teachers, content area teachers, lead teacher, assistant principal	Teachers will build background knowledge through the use of technology, (ex. virtual field trips, video, newsclips,) before presenting students with information to increase comprehension, classroom observations.	Increased growth on FAA and successmaker data
3	Social issues, trauma, poverty	Work closely with parents and agencies to assist with home issues	Parent Liaison, Assistant Principal, Lead Teacher	Case notes, case management data	case management reviews.
4	Previous suspensions and behavioral issues have caused students to be absent from the learning environment; therefore many students have learning gaps and are missing pre-requisite skills	Provide students with decoding strategies to build fluency and increase the ability to comprehend material.	Language arts teachers, lead teacher, assistant principal	Daily reading lessons focusing on decoding skills and fluency	Increased growth on FAA and successmaker data
5	Students with behavioral disabilities often have difficulty staying on task and paying attention to instruction.	Provide an active learning environment through the use of technology and hands on learning experiences	Language arts teachers, content area teachers, lead teacher, assistant principal and behavior staff.	Teachers will provide hands on activities that engage student's interests, (labs, group projects, oral presentations), as well as use instructional technology to engage students interest in materials being presented.	Individual student behavioral data, maintained proficiency rate on FAA and successmaker data.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:			Increase the number of students above proficiency.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
11% (4) of students achieved at or above Achievement Level 4 in reading.			125 of students will achieve at or above Achievement Level 4 in reading.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student motivation	meet with students regularly to discuss progress	teachers, lead teacher, assistant principal	student progress monitoring and grades	progress monitoring tools, grades
2	student behavior problems	implement behavior intervention program with fidelity	behavior analyst	review individual behavior data weekly	individual behavior data
3	Students with behavioral disabilities often have difficulty when introduced to new material. They often want to continue working on familiar material	provide an active, enriched learning environment through the use of technology and hands on learning experiences to encourage interest	Language arts teachers, content area teachers, lead teacher, assistant principal, and behavior staff.	Teachers will provide hands on activities that engage student's interests (labs, group projects, oral presentations), as well as use instructional technology to engaged students interests in materials being presented.	Individual student behavioral data, increased growth on FCAT, FAIR and Success maker data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:			Number of students assessed with the FAA will score at or above Level 7 in reading		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
33% (1) of students assessed scored at or above level 7 in reading.			66% of students assessed with the FAA will score at or above Level 7 in reading.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student motivation	meet with students regularly to discuss progress, share progress with parents	teachers, lead teacher, assistant principal	student progress on classroom assessments	classroom assessments, grades
2	student behavior problems which interfere with instruction	implement behavior intervention programs	behavior analyst	weekly review of behavior data, academic assessment	classroom assessments
	students with behavioral	provide an active learning	classroom teachers	classroom assessment	classroom

3	disabilities often have difficulty staying on task	environment through the use of technology and hands on learning activities		assessment
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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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase the number of students making reading gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (15) students made learning gains in reading	50% of students will make learning gains

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student behavior problems	implement behavior interventions program	behavior analyst	weekly team meetings, behavior data	individual student behavior data
2	student motivation	meet with students regularly to discuss progress	teacher, lead teacher, assistant principal	monitor academic progress	progress monitoring tools, grades
3	Students with behavioral disabilities have difficulty staying on task and paying attention to instruction.	provide an active learning environment through the use of technology and hands on learning experiences.	Language arts teachers, content area teachers, lead teacher, assistant principal, and behavior staff.	Teachers will provide hands on activities that engage student's interests (labs, group projects, oral presentations), as well as use instructional technology to engaged students interests in materials being presented.	Individual student behavioral data, increased growth on FCAT, FAIR and Success maker data
4	Due to social issues, poverty and environmental issues students are missing background knowledge needed to understand many reading passages	Provide students with a classroom environment enriched with technology to build background knowledge on materials being studied.	Language arts teachers, content area teachers, lead teacher, assistant principal	Teachers will build background knowledge through the use of technology (ex. Virtual field trips) before presenting students with new information to increase comprehension, classroom observations.	Increased growth on FCAT, FAIR and Success maker data

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	33% of students assessed on the FAA made learning gains
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students assessed on the FAA scored 4 or above	Maintain the percent of students assessed on the FAA who score 4 or above 40% of student assess on the FAA will make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior/emotional problems	implement individual student behavior interventions, provide mental health support	Behavior analyst, mental health counseling, parent support	weekly team meetings, behavior data review, case management reviews	behavioral data
2	Previous suspensions and behavioral issues have caused students to be absent from the learning environment	provide students with decoding strategies to build fluency and increase the ability to comprehend materials	Language arts teachers, lead teacher, assistant principal	Daily reading lessons focused on decoding skills and fluency, classroom observations	Increased growth on FAA assessment
3	Students who qualify for FAA assessment need more assistance and instructional time to increase reading competency	Students will have additional reading instruction with a resource reading teacher using research based instructional materials and strategies.	Resource teacher, lead teacher, assistant principal	Additional daily reading instruction	Increased growth on FAA assessment

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase the number of students in the lowest 25% making learning gains in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students in lowest 25% made adequate progress	10% of students in lowest 25% will make adequate learning progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	poor student attendance	Consistent contact with parents when student is absent	Parent liaison, assistant principal	review of daily attendance logs	attendance data
2	social issues, trauma, poverty	regular contact with parents/guardians, agencies and other community members to address home problems of students	parent liaison, assistant principal	case management meetings	case management data
3	student motivation	regular meetings with students to address progress	teacher, lead teacher, assistant principal	progress monitoring, grades	progress monitoring data, grades
4	Students with behavioral disabilities have difficulty staying on task and paying attention to instruction.	provide an active learning environment through the use of technology and hands on learning experiences.	Language arts teachers, content area teachers, lead teacher, assistant principal, and behavior staff.	Teachers will provide hands on activities that engage student's interests (labs, group projects, oral presentations), as well as use instructional technology to engage students interests in materials being presented.	Individual student behavioral data, increased growth on FCAT, FAIR and Success maker data
5	Due to social issues, poverty and environmental issues students are missing	Provide students with a classroom environment enriched with technology to build background	Language arts teachers, content area teachers, lead teacher, assistant	Teachers will build background knowledge through the use of technology (ex. Virtual	Increased growth on FCAT, FAIR and Success maker data

background knowledge needed to understand	knowledge on materials being studied	principal.	field trips) before presenting students with new
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Reading Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
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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 subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Increase number of students in ethnic subgroups who make adequate yearly progress in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
67% (8) of white students assessed by FCAT were not proficient in reading 95% (21) of black students assessed by FCAT were not proficient in reading	40% of white student assessed by FCAT will be proficient in reading 15% of black student assessed by FCAT will be proficient in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor student attendance	consistent contact with parents when student is absent	parent liason, assestant principal	review of daily attendace logs	attendance datas
2	social issues, trauma, poverty	regular contact with parents/guardians, agencies and other community members to address home problems of students	parent liason, assistant principal, lead teacher	case management meetings, frequent in-house meetings	case management data
3	motivation	regular meetings with students to address progress, report card celebrations to involve parents more, reinforcement activities for high grades, meetings with teachers to assess poor progress	teacher, lead teacher, assistant principal	progress monitoring, gradew	progress monitoring data, grades
4	students with behaviora/emotiaonal disabilites have difficulty staying on task and paying attention to instruction	provide an active learning enviroment through the use of technology and hands on learning experiences	language arts teachers, content area teachers, lead teacher, assistant principal and behavioral staff	teachers will provide hands on activities that engage student's interests (labs, group projects) as well as use instructional technology to engage students interest in material presented. Students will be provided one-on one assistance as needed.	individual student behavior data, increase growth on FCAT, FAIR and Successmaker data
	Due to social issues,	Provide studentw with a	language arts	teachers will build	increased growth

5	poverty and environmental issues, students are missing background knowledge needed to understand new information	classroom environment enriched with technology to build background knowledge on materials being studeied	teachers, content are teachers, lead teacher, assistant principal	background knowledge through the use of techonology (es., virtual field trips, video,) before presentng students with new information	on FCAT, FAIR and successmaker data.
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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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A No ELL students enrolled
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase number of students with disabilities making adequate yearly progress in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% of students with disabilities made AYP in reading.	33% of students with disabilities will make AYP in reading

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with behavioral/emotional disabilities have difficulty stay on task and paying attention to instruction	provide an active learning envionment throught the use of technology and lhands on learning experiences	language arts teachers, content area teachers, lead teacher, assistant principal and behavior staff	teachers will provide hands on activites that engage student's interests, (labs, group projets, oral presentation), as well as use pg instrucional technology to engage students interest ins materials being presented.	individual student behavioral data, increased growth on FCAT, FAIR and Successmaket data
2	Students with behavioral/emotional disabilities often have missing background knowledge need to	provide students with a classroom environment enriched with techn ology to build background knowledge on materials	language arts teachers, content area teachers, lead teacher, assistant principls	teachers will build bgbackground knowledge through the use of technology (virtual field trips, video) and	increase growth on FCAT, FAIR and successmaker data

	understand new information due to missed instructional time.	being student		community activities before presenting students with new information	
3	Students with behavioral/emotional/ or learning disabilities often have difficulty processing new information	provide student additional time and one on one assistance as needed to process new information provide a variety of learning strategies to address different learning needs	language arts teachers, content area teachers, lead teacher, assistant principal	Use behavior and academic data to assess time on task and academic progress	Increased FCAT, FAIR and Successmaker data
4	student behavior problems	implement individual student behavior interventions	behavior analyst	weekly team meetings, behavior data review	behavioral data
5	social issues, trauma, poverty	regular contact with parents/guardians, agencies and other community helpers to address home issues	parent liaison, assistant principal	case management reviews,	case notes, case management data
6	excessive absences	consistent contact with parents when students are absent, implementation of truancy policy, meetings with parents/students to discuss behavior and academic progress	parent liaison, assistant principal	case management meetings	attendance data, case management data
7	Previous suspensions and behavioral issues have caused students to be absent from the learning environment; therefore many students are functioning below grade level and missing prerequisite	provide students with decoding strategies to build fluency and increase the ability to comprehend material	Language arts teachers, lead teacher, assistant principal	Daily reading lessons focusing on decoding skills and fluency, classroom observations	Increased growth on FCAT, FAIR and Success maker data

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The number of economically disadvantaged students making AYP in reading will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% of students who are economically disadvantaged made AYP in reading.	25% of students who are economically disadvantaged will make AYP in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to social issues, poverty and environmental issues, students are missing background knowledge needed to understand new information	provide students with a classroom environment enriched with technology to build background knowledge on materials being studied	language arts teachers, content area teachers, lead teacher, assistant principal	teachers will build background knowledge through the use of technology (ex, virtual field trips) and community activities	Increase growth on FCAT, FAIR, and Successmaker data
2	social issues, trauma, poverty	regular contact with parents/guardians, agencies and other community helpers to	parent liaison, assistant principal	case management meetings	case management data

		address home problems			
3	student behavior problems	implement individual behavior interventions	behavior analyst	weekly team meetings, case management meetings	behavior data, case management data
4	Due to social issues, poverty and environmental issues students are missing background knowledge needed to understand many reading passages.	Provide students with a classroom environment enriched with technology to build background knowledge on materials being studied.	Language arts teachers, content area teachers, lead teacher, assistant principal.	Teachers will build background knowledge through the use of technology (ex. Virtual field trips) before presenting students with new information to increase comprehension, classroom observations.	Increased growth on FCAT, FAIR and Success maker 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
Strategies for teaching reading in the content area	grades 3-12, social studies and science	Gayle Dove	school wide	faculty meetings, 6X per year	classroom observation, lesson plans	assistant principal
Common Core strategies for "close" reading in all areas	grades 3-12, all content areas	District training staff	school wide	2 school trainings, district opportunities as offered	classroom observation, lesson plans	assistant principal, lead teacher.
District Reading department meetings	grades 3 - 12	district language arts advocates	language arts teachers	monthly	shared information in faculty meetings	assistant principal, lead teacher
research based teaching strategies to increase student success	grades 3-12	Amy Alvis Robin Blackwell	school wide	faculty meetings, 6X per year	classroom observation	assistant principal, lead teacher.
strategies for using FAIR data for guiding instruction	grades 3-12	Gayle Dove	all reading teachers, 3-12	2 school trainings	lesson plans indicating attention to FAIR data	assistant principal, lead teacher

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase reading materials	Imagine It, SRA corrective reading, classroom novel sets	textbook fund budget	\$480.00
			Subtotal: \$480.00
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: \$480.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.				
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		N/A No ELL students enrolled		
2012 Current Percent of Students Proficient in listening/speaking:				
N/A				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading. CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

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

3. Students scoring proficient in writing.
CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

No Data Submitted

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				

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase elementary students achieving Level 3 proficiency in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at Achievement Level 3 in mathematics.	20% of students will achieve Level 3 proficiency in mathematics.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Behavior/emotional problems; students are all place in this school due to significant behavior/emotional problems. These problems often result in students being out of class or arriving not ready to learn.	Implement behavior interventions iwth fidelity	behavior analyst, classroom teacher	classroom obvwervations and weekly team meetins	increased scores on FCAT, classroom assessment
2	Students with behavioral/emotional disabilities often have difficulty staying on task and paying attention to instruction	provide an active learning enviroment throught the use to technology and hands on learning experiences	math teacher, lead teacher, assitant principal	teacher will provide hands on activities and instructional technology to engage students interests.	increased scores on FCAT, classroom assessment

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	No students assess on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase number of students scoring at Level 4 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of elementary students scored at Level 4 in mathematics	10% of students will score at Level 4 in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student behavior/emotional problems interfere with instructional time	implement individual behavior intervention plans	behavior analyst, classroom teacher	weekly team meetings, review of behavioral data	individual student on task behavior
2	student behavior/emotional problems result in learning gaps which result in students functioning below grade level	provide students with extra practice to build fluency in basic skills and increase ability to do higher level math computations	math teacher, lead teacher	daily focus on skills and fluency, classroom observation	increase growth on FCAT, Successmaker data, teacher assessment

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A no students assessed on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase number of students making learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:

Data not available			30% of students will make learning gains in mathematics		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student behavior/emotional problems cause loss of instructional time and gaps in learning	implement individual behavior intervention plans	behavior analyst, classroom teacher	weekly team meetings, review of behavior data	individual student behavior data.
2	Gaps in learning and learning problems make acquiring new skills difficult	provide students with extra practice to build fluency in basic skills and increase ability to do higher level math computations	math teacher, lead teacher	daily focus on skills and fluency, additional one on one assistance, frequent assessment	increased growth on FCAT, Successmaker data, classroom assessment

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	N/A no students assessed on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase students in lowest 25% making learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	30% of students in lowest 25% will make learning gains in mathematics

Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Behavior/emotional problems result in time away from instruction, which results in learning gaps	provide students with extra practice to build fluency in basic skills and increase ability to do higher level math computations	math teacher, lead teacher	daily focus on skill and fluency, frequent classroom assessment	Fcat data, Successmaker data, teacher assessment
2	learning problems result in frustration leading to work avoidance	provide additional one on one assistance and reinforcement programs to motivate students to remain on task	math teacher, lead teacher, behavior analyst	on-task, in class data	FCAT data, successmaker data, teacher assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase number of students in subgroups who make satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of black students made satisfactory progress in mathematics.	30% of students in subgroups will make satisfactory progress in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Social issues, poverty and environmental issues often result in missing background knowledge regarding math and how it is used in daily life	Provide students with a classroom environment enriched with technology to provide students with more background knowledge	math teacher, lead teacher	teacher will use technology and hands on experiences to increase background knowledge and comfort level of students with mathematics	increase growth on FCAT, classroom assessments
2	Behavior interferes with instructional time	Individual behavior programs targeting problem behaviors	behavior analyst, teacher	increased time in instructional environment	in class behavior data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A No ELL students enrolled

2012 Current Level of Performance:		2013 Expected Level of Performance:		
N/A		N/A		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase number of students with disabilities making satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	30% of students with disabilities will make satisfactory progress in mathematics

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	students are all place in school due to significant behavior/emotional blems. These problems often result in students being out of class or arriving not ready to learn.	Implement behavioral interventions with fidelity	behavior analyst, classroom teacher	classroom obvwervations, weekly team meetings,	individual student data, academic assessment
2	Learning problems and academic gaps often result in frustration and work avoidance	provide one-on one assistance and reinforcement for on task behavior	behavior analyst, classroom teacher	classroom observation, academic task completion	individual student data, academic assessment

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:	Increase the number of economically disadvantaged students making satisfactory progress in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
No data available	30% of economically disadvantaged students will make satisfactory progress in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to social issues, poverty and environmental issues, students are often missing background knowledge	provide students with a classroom environment enriched with technology to build background knowledge	math teacher, lead teacher	teacher will build background knowledge through use of technology and hands on activities, frequent classroom assessment	increase growth on FCAT, Successmaker data, classroom assessment

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)).

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Increase number of students achieving level 3 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
17% of students scored at achievement level 3 in mathematics	20% of students will achieve level 3 in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	difficulty completing adequate number of standards	utilize pacing guide to assist with curriculum focus	math teacher, lead teacher, assistant principal	monitoring of standards covered	lesson plans, progress monitoring, classroom assessment
2	student behavior problems resulting in excessive off task	implement individual behavior plans to reinforce on task behavior	behavior analyst, math teacher	weekly tema meetings, review of behavior data	individual student behavior data
3	student behavior problems and suspensions result in lost instructional time which results in academic gaps	provide students with extra practice and one on one assistance to build fluency in basic skills and increase ability to do higher level of math computations	math teacher, lead teacher	daily focus on skills and fluency, classroom assessment	increased growth on FCAT, successmaker data

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	N/A no middle school students assessed on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase number of students scoring at or above achievement level 4 in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at or above Achievement Level 4 in mathematics	10% of students will score at or above achievement level 4 in mathematics

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	difficulty covering adequate number of standards during year	utilize pacing guides to help focus curriculum	math teacher, lead teacher, assistant principal	lesson plan review, progress monitorin	progress monitoring
2	student behavior problems	implement individual student behavior implementation plans to reinforce on-task behavior	behavior analyst, teacher	weekly team meetings, behavior data	behavior data, progress monitoring
3	Students with behavior/emotional problems often have difficulty when introduced to new materiall.	provide and active, enriched learning environment throught the use of technology and hands on learning activities to encourage interest	lead teacher, classroom teacher	frequent classroom assessments, grades	FCAT, classroom assessment, individual on task behavior data

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A No students assessed with FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

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

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

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase number of students making learning goals
2012 Current Level of Performance:	2013 Expected Level of Performance:
52% (11) students made learning gains in mathematics	55% of students will make learning gains in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student behavior problems result in lost instructional time	implement individual behavior plans to reinforce academic focus and on task behavior	classroom teacher, lead teacher, behavior analyst	review of behavior data, weekly team meetings	behavior data, academic classroom assessment
2	learning problems , academic gaps due to behavior problems	differentiated instruction in math classrooms	teacher, lead teacher, assitant principal	frequent academic assessment	progress moitoring, performance on classroom assessments

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A No students assessed on FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	Increase number of students in lowest 25% making learning gains in mathematics
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students in lowest 25% made learning gains in mathematics	15% of students in lowest 25% will make learning gains in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Previous suspensions and behavioral issues have caused students to be absent from the learning environment; therefore many students are functioning below grade level and missing pre-requisite skills	provide students with extra practice and one on one assistance to build fluency in basic skills and increase ability to do higher level math computations	math teachers, lead teacher, assistant principal	daily focus on skills and fluency in classroom	increased growth on FCAT, success maker data, classroom assessment
2	Student behavior problems which cause a loss of instructional time	implement individual behavior intervention plans to reinforce on-task and in class behavior	behavior analyst, teacher, lead teacher, assistant principal	weekly team meetings, review of behavioral data	behavior data, classroom assessment, progress monitoring.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # 5A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The number of students in all subgroups making satisfactory progress will increase.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% of students in all subgroups were not proficient in mathematics	20% of students in all subgroups will be proficient 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
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1	social issues, trauma, family problems often result in excessive absentee	regular contact with parents, agencies and other community helpers to address home issues	parent liason, assistant principal	weekly team meetings, case management	case management data, attendance data
2	Behavior/emotional problems result in interruption of instructional time	individual behavior programs to reinforce on-task behavior and increase instructional time	math teacher, lead teacher, behavior analyst, assistant principal	review of behavioral data, frequent academic assessment	individual data, classroom assessment, progress monitoring, FCAT
3	Students with behavioral and learning disabilities often have difficulty staying on task	provide an active learning environment through the use of technology and hands on learning experiences	math teacher, lead teacher, assistant principal	academic assessment, behavioral daya	individual data, classroom assessment, FCAT

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA No ELL students enrolled
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase number of students with disabilities who make satisfactory progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83% of students with disabilities did not make satisfactory progress in mathematics.	20% of students with disabilities will make progress in mathematics

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with behavioral and learning disabilities often have difficulty staying on task an attending to instruction	provide an active learning environment through the use of technology and hands on learning experiences	teacher, lead teacher	classroom assesement on-task behavior data	classroom assessment, FCAT
2	Academic gaps due to behavior problems	differentiated instruction	teacher, lead teacher	progress monitoring, classroom assessment	progress monitoring, classroom

					assessment, FCAT
3	Student behavior problems	development of individual behavior plans to reinforce appropriate classroom behavior	behavior analyst, teacher	weekly team meetings, review of behavioral data	behavior data, case management data.

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

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The number of economically disadvantaged students making satisfactory progress will increase
2012 Current Level of Performance:	2013 Expected Level of Performance:
95% of students who are economically disadvantaged did not make satisfactory progress in mathematics.	20% of economically disadvantaged students will make satisfactory progress

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Social problems, lack of parent involvement	Regular contact with parents/guardians, agencies and community helpers to address home issues	parent liason, assistant principal	case management meetings, parent participation in meetings	case management data, data regarding parent participation in meetings and school activities

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

in need of improvement for the following group:

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

Mathematics Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Mathematics Goal #3:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Algebra End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Algebra.

Algebra Goal #1:

Increase the number of students scoring at Achievement Level 3 in Algebra.

2012 Current Level of Performance:

2013 Expected Level of Performance:

50%(2) of students scored at Achievement Level 3 in Algebra | 75% of students will score at Achievement Level 3 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	Difficulty covering all necessary objectives in course	Use district provided pacing guides to maintain focus on objectives	Algebra teacher	progress through objectives each 9 weeks	classroom assessments on objectives
2	Behavior/emotional problems interrupt instructional time	individual behavior programs to target problem behaviors	behavior analyst, teacher	behavior data regarding in class time	behavior data, classroom assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	Increase number of students scoring at Achievement Level 4 in Algebra
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at or above Achievement Level 4 in Algebra.	20% of students will score at or above Achievement Level 4 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	Behavior problems interfere with instructional time	individual behavior programs to target problem behavior	behavior analyst, teacher	behavior data re: time in class, classroom assessments	behavior data re: time in class, classroom assessments
2	Motivation	Regular meetings with students to review progress and goals	teacher	frequent classroom assessments	classroom assessments

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A : <input type="text"/>					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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. Algebra Goal #3B:	Increase the number of students in all subgroups who make satisfactory progress in Algebra.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66%(2) of white students made satisfactory progress in Algebra.	75% of white students will make satisfactory progress in Algebra.
0% (1) of black students made satisfactory progress in Algebra.	50% of black students 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	Behavior problems interfere with instructional time	individual behavior programs to target problem behavior	teacher, behavior analyst	behavior data regarding in class time, classroom assessments	classroom assessments
2	Difficulty covering all course objectives	Use of pacing guide to assist with covering all course objectives	teacher	review of progress through objectives each 9 weeks.	progress on covering course objectives, classroom assessments

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	N/A No ELL students enrolled.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	Increase number of SWD's who make satisfactory progress in Algebra.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
60%(3) of students with disabilities made satisfactory progress in Algebra	80% of students with disabilities 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
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1	behavior/emotional problems often result in loss of instructional time	individual behavior programs targeting behavior problems which result in out of class time	teacher, behavior analyst	date regarding amount of time in class	individual behavior data, classroom assessment
2	behavior and learning difficulties often result in learning gaps	one on one assistance and opportunity to address learning gaps	teacher	classroom assessments	classroom assessments

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	Increase the number of students who are economically disadvantaged who make satisfactory progress in Algebra.
2012 Current Level of Performance:	2013 Expected Level of Performance:
No Data available	75% of students who are economically disadvantaged 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	parent involvement	regular contact with parents/guardians regarding student progress	parent liason, administration	classroom assessments	classroom assessments

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	Increase or maintain number of students who score at Achievement Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (1) of students scored at Achievement Level 3 in Geometry.	100% of students will score at Achievement Level 3 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	Behavior/emotional problems result in lost instructional time	individual behavior programs to target problem behaviors	teacher, behavior analyst	behavior data assignment completion	behavior data regarding assignment completion
2	Students often have learning gaps and missing background	One on one assistance to help students gain skills and background	teacher	progress on classroom assessment	progress on classroom assessments

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	Increase number of students scoring at Achievement Level 4 in Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at or above Achievement Level 4 in Geometry.	50% of students will score at Achievement Level 4 in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	student motivation	regular meetings with students to discuss progress	teacher	frequent classroom assessment and reinforcement for progress	progress on classroom assessment
2	Difficulty remaining on task	provide an active learning environment through the use of technology and hands on learning activities.	teacher	monitor On task behavior data, progress on classroom assessments	classroom assessments

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal #				
	3A : <input type="text"/>				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	Students in all subgroups will make satisfactory progress in geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(1) white students made satisfactory progress in Geometry.	100% of white students will make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	behavior problems often result in disruption of instructional time	individual behavior problems to target problem behavior	teacher, behavior analyst	monitor completing assignment data	classroom assignment completion data.
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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 subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	N/A no ELL students tested
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	Maintain the number of students with disabilities who make satisfactory progress on Geometry.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students with disabilities made satisfactory progress in Geometry.	100% of students with disabilities will make satisfactory progress in Geometry.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Behavior problems often cause interruptions to the learning environment	individual behavior programs to target problem behaviors	teacher, behavior analyst	assignment completion data,	assignment completion data, classroom assessments

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

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

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	parent involvement	regular contact with parents regarding student progress in Geometry.	teacher, parent liason	progress on classroom assessments	classroom assessments

End of Geometry EOC Goals

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

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

PD Content /Topic and/or PLC Focus	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
Research based teaching strategies which result in student gains	grades 3-12	Assistant principal, lead teacher	all teachers	monthly staff meetings	classroom observation	assistant principal, lead teacher
Effective use of data reports from Successmaker progress monitoring	grades 3 - 12	Brad Monbarren	elementary and middle school math teachers	subject area meetings quarterly, trainings offered by district staff	lesson plans, data chats with math teachers	assistant principal, lead teacher
Participation in district math department meetings	grades 3-12	District Math Developers	all math teachers	monthly	discussion with teachers regarding information gained	assistant principal, lead teacher

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Purchase additional math instructional materials for special pupil progression plan students, elementary students	Math Attainment Math Set Go Math!	school instructional materials budget	\$651.00
			Subtotal: \$651.00
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: \$651.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase the number of students scoring at Achievement Level 3 in science			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
20% of students achieved level 3 in science.	25% of students will achieve a Level 3 in science.			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	No middle/elementary students assessed with FAA			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

2a. FCAT 2.0: Students scoring at or above	
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Achievement Level 4 in science. Science Goal #2a:	Increase number of students scoring at or above Achievement Level 4 in Science.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored at Level 4 in Science.	10% of students will score at Level 4 in Science.

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	Student behavior problems interfere with instruction	implement individual behavior plans, school wide behavior plan, regular contact with parents and involved agencies	behavior analyst, classroom teacher, lead teacher, parent liason, assistant principal	review behavior data, weekly team meetings	behavior data regarding in class and on-task time.
2		student motivation	frequent meetings with students to review progress, frequent contact with parents to review progress, reinforcement programs	lead teacher, classroom teacher, assistant principal	progress monitoring data, classroom assessments

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

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A No middle school or elementary students assessed with FAA
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

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

Florida Alternate Assessment High School Science Goals

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

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

areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.

Science Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

Science Goal #2:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

Biology End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Biology.

Biology Goal #1:

2012 Current Level of Performance:

2013 Expected Level of Performance:

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Strategies for using Riverside reports and assessment information	grades 3-12	Gayle Dove, Harry Rotter	Science teachers	subject area meetings 4 per year	review of lesson plan development, data chats with teachers	Lead teacher, assistant principal
District science department meetings	grades 3-12	District developers	Science teachers	monthly	information shared with other teachers	lead teacher, assistant principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
provide instruction to middle school students on health and human development,	Health and Human development curriculum with books and videos	school instructional materials budget	\$395.00
			Subtotal: \$395.00
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: \$395.00

End of Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:		Increase number of students achieving proficiency in writing.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
9% of students scored a 3 or above in writing.		15% of students will score a 3 or above 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	low student motivation	meet with students to discuss indiv. progress, implement reinforcement plan	Assistant Principal, lead teacher	review quarterly WUR scores, classroom assignment scores	WUR scores
2	student behavior problems	implement individual student behavior plans	behavior analyst	weekly team meetings, review of behavior data	behavior data
3	Previous suspensions and behavioral issues have caused students to be absent from the learning environment; therefore many students are functioning below grade level and missing pre-	provide students with planning strategies to increase the ability to respond to writing prompts	Language arts teachers, lead teacher, assistant principal.	Daily opportunities to respond to writing prompts	increased scores on WUR and FCAT writing

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Maintain the number of students assessed by FAA who score at 4 or above.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% of students assessed by FAA scored at a 4.	100% of students assessed by FAA will score 4 or above.

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	student motivation	frequent meetings with students to review progress, development of reinforcement programs	classroom teacher, behavior analyst	progress monitoring, classroom performance on writing prompts	progress monitoring data, classroom assessment
2	learning gaps due to behavior/emotional problems	provide students with planning strategies to increase the ability to respond to writing prompts	classroom teacher, lead teacher	daily opportunities to respond to writing prompts	increase scores on WUR and FAA writing.

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
Using new rubrics to score WUR	6-12	District staff	Language arts teachers	October training, 1 day	Discussion with attendees, information shared with colleagues	lead teacher, assistant teacher
information shared at district writing department meetings	6-12	District developers	language arts teachers	monthly	Discussion with attendees, information shared with colleagues	lead teacher, assistant teacher

Writing 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 Writing Goals

Civics End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics.				
Civics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.				
Civics Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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						

Civics Budget:

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

End of Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S.

History.				
U.S. History Goal #1:				
2012 Current Level of Performance:			2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal # 1:		Increase attendance rate of students.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Pace's attendance rate was 84.46%		Paces attendance rate will increase to 90%.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
58 students had more than 10 absences.		No more than 45 students will have more than 10 absences.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
19 students had excessive tardies.		No more than 5 students will have excessive tardies.			
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
	Social issues: trauma,	Regular contact with	Parent Liaison ,	weekly review of tardy	attendance/tardy

1	family issues	parents, agencies, other community helpers to address home problems. Daily parent calls when students are tardy. Reinforcement programs for in-school on time.	assistant principal, lead teacher	data.	data
2	student motivation	meet with students who have excessive tardies to discuss problem, develop reinforcement programs for on-time	parent Liaison , assistant principal, lead teacher	monthly review of attendance/tardy data with focus on frequently tardy students	attendance/tardy 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
Monthly case management	3-12	behavior analyst, parent liaison	all teachers, behavior specialists, administrators	7x per team, weekly for administrators, behavior analyst and parent liaison	phone contactwith parents and agencies,implementation of district truancy policies	assistant principal, parent liaison
weekly team meetings	3-12	parent support liaison	all teachers, behavior specialists, administrators	weekly	phone contact with parents and agencies involved, implementing district truancy policies	assistant principal, parent liaison

Attendance Budget:

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

Suspension Goal(s)

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

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

1. Suspension Suspension Goal # 1:	Decrease number of suspensions.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
N/A no students had in-school suspensions.	N/A no students will have in school suspensions				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
N/a No students had in-school suspensions	N/A No students will have in school suspensions				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
There were 117 Out-of-School suspensions	There will be a 10% decrease of students who are suspended out of school, (105 or less)				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
48 students were suspended Out-of-School	There will be a 10% decrease in the number of students suspended out of school, (43 or less)				
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	Severe behavior problems	Implement individual behavior plans	Behavior Analyst	Review of behavioral data	Behavioral data
2	limited family support	consistent contact with parents, agencies and other community helpers to address problems at home and school, case management review of students who are frequently suspended	parent liaison, assistant principal, lead teacher	monthly review of suspension data, review of case management data	suspension data, case management 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
weekly team meetings to discuss behavioral support strategies	3-12	behavior analyst,	all teachers, behavior specialists, administrators	weekly	follow up with parents and agencies, monitoring suspension data	assistant principal
monthly case management meetings	3-12	Behavior analyst and consultant	assistant principal, parent liason; team teachers	1x per month	follow up with parents and agencies, monitoring suspension data	assistant principal
training on individual student behavior programs	3-12	behavior analyst, behavior specialistss	teachers, assistant principal, lead teacher	as needed when new individual student progams are developed	monitoring suspension data	assistant principal, lead teacher

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	Decrease number of students who drop out from school.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:

Data not available at this time.	Data not available at this time..
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
75% of eligible students graduated.	100% % of eligible students will graduate.

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	Social issues: poverty, trauma, family issues	Individual meetings with at-risk students and parents to review status, contact with involved agencies and other community helpers to provide support	Assistant Principal, Parent Liaison	Regular monitoring of attendance and academic progress	Academic data and grades, attendance data
2	student motivation	Provide mentor program to provide students with support and encouragement	Mentor facilitator, Lead teacher	Regular monitoring of attendance and academic progress	data regarding frequency of mentor/mentee meetings
3	student behavior problems	develop individual behavior programs to assist students	Behavior Analyst	Monitoring behavioral data and program implementation	Behavior data, attendance, grades

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
training on high school graduation requirements	9-12	guidance counselor, assistant principal	high school teachers, lead teacher	1x per semester	provide regular updates as changes occur	assistant principal
parent training on high school graduation requirements	9-12	guidance counselor, assistant principal	parents of high school students	1x per semester	provide regular updates as changes occur	assistant principal

Dropout Prevention Budget:

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:			Increase parent involvement in school activities and meetings.		
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2012 Current Level of Parent Involvement:			2013 Expected Level of Parent Involvement:		
70% of parents participated in their child's IEP meeting.			80% of parents will participate in their child's IEP meeting.		
The parents of at least 10 students attended each school activity.			The parents of at least 15 students will attend each school activity.		
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	social issues: transportation, job responsibilities, child care problems.	schedule activities at convenient times for parents, provide child care where possible	Parent liaison, assistant principal, lead teacher	Survey parents to identify their own perception of barriers to participation	Attendance data for all parent meetings and school activities.
2	Social issues: transportation, job responsibilities, child care problems	increase the number of activities provided during the year to provide more opportunities for involvement	parent liaison, assistant principal, lead teacher	Sign in sheets for all activities	Attendance data for all parent meetings and school activities

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
Report card celebrations to provide opportunities for parents to meet with teachers regarding student progress	3-12	teachers, administration	parents, teachers, administration	3x per year	data regarding parent attendance	assistant principal
Individual Education Plan meetings	3-12	teacher, lead teacher, assistant principal	parents, administration	at least 1x per year	data regarding parent attendance	assistant principal
Parent training regarding graduation requirements	6-12	guidance counselor, assistant principal	parents of middle and high school students	1x per semester	data regarding parent attendance	assistant principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Materials for parent training re: graduation requirements	Descriptions of requirements for each cohort	general school budget	\$150.00
			Subtotal: \$150.00
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: \$150.00

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:	20% of students will achieve a 3 or above in mathematics. 25% of students will achieve a 3 or above in science.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Emotional/behavior problems have resulted in less instructional time, resulting in learning gaps.	provide students with an learning environment enriched with technology and community experiences to build background knowledge	classroom teacher lead teacher assistant principal	frequent classroom assessment, progress monitoring	increase growth on FCAT, classroom assessments
2	Emotional/behavior problems have resulted in less instructional time, resulting in skill deficiets	provide students with extra practice and one on one assistance to build fluency and basic skills	classroom teacher, lead teacher	frequent classroom assessment, progress monitoring	increase growth on FCAT, classroom assessments

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
District department meetings in math and science	3-12	District science and math developers	math and science teachers	1x per month	school department meetings to share information	assistant principal, lead teacher
Research based teaching strategies for increasing student gains	3-12	Assistant principal, lead teacher	all teachers	1x per month	classroom observation	assistant principal, lead teacher

STEM Budget:

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

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:		Increase the number of students participating in CTE opportunities			
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	Behavior/emotional problems interfere with students ability to participate in career activities in the community	Provide reinforcement programs and behavior skill training to increase ability to participate in career activities	classroom teachers lead teacher assistant principal	monitor the number of students participating in career training opportunities successfully	data regarding number of students in career training opportunities
2	Limited career education courses available in school due to size of school program	Assist students in developing successful behavior in order to allow them to transition to mainstream schools and participate in career education classes	lead teacher, assistant principal transition specialist	monitor the number of students participating in career classes at mainstream schools	data regarding number of students in career classes at mainstream schools.

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
vocational and career education opportunities, LITE program	9-12	LITE coordinator for district	guidance counselor, career ed teacher	1x per month	attendees share information with pertinent staff	asistant principal

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Purchase reading materials	Imagine It, SRA corrective reading, classroom novel sets	textbook fund budget	\$480.00
Mathematics	Purchase additional math instructional materials for special pupil progression plan students, elementary students	Math Attainment Math Set Go Math!	school instructional materials budget	\$651.00
Science	provide instruction to middle school students on health and human development,	Health and Human development curriculum with books and videos	school instructional materials budget	\$395.00
Parent Involvement	Materials for parent training re: graduation requirements	Descriptions of requirements for each cohort	general school budget	\$150.00
				Subtotal: \$1,676.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$1,676.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> 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.



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

Describe projected use of SAC funds	Amount
No data submitted	

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

AYP DATA

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

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found