FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ALTERNATIVE CENTER FOR EDUCATION

District Name: Indian River

Principal: Dr. Calvin C. Gill

SAC Chair: Mrs. Michelle Lamscha

Superintendent: Dr. Frances J. Adams

Date of School Board Approval: Pending

Last Modified on: 10/18/2012



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

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

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Calvin C. Gill	Ed.D	9	28	N/A

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
No instructional					

coaches have been assigned by the school district for 2012-2013, to			
2012-2013, to date.			

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	() highligh 1/2 The District will provide specific support to	Human Resources	Ongoing	

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers		% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
11	0.0%(0)	9.1%(1)	45.5%(5)	45.5%(5)	54.5%(6)	100.0%(11)	18.2%(2)	9.1%(1)	100.0%(11)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee	Rationale	Planned Mentoring
	Assigned	for Pairing	Activities
No teacher mentors have been assigned for the 2012-2013 school year, to date.			

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, nutritior
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, Falt C- Migrant	
Title I, Part D	
Title II	
Title III	
Title X- Homeless	
Supplemental Academic Instruction (SAI)	
Supplemental Academic instruction (SAI)	
Violence Prevention Programs	
Nutrition Programs	
Nutrition Frograms	
Housing Programs	
Live d Cheek	
Head Start	
Adult Education	
Career and Technical Education	
Job Training	
Other	
Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)	

School-based MTSS/RtI Team-

Identify the school-based MTSS leadership team.

The school based RtI team is comprised of the following members: principal, school psychologist, Student Support Specialist, Social Worker/Attendance Officer, SAC Chair (READ-180 teacher), ESE Resource Specialist and ESE classroom teacher.

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

The PS RtI team meets regularly to review diagnostic, screening and progress monitoring data. From these reviews necessary staff development activities are scheduled and implemented. Individual students and learning groups will be referred to the PS RtI through the school's ROUNDS process with resulting intervention plans developed and implemented.

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?

PS RtI met with SAC membership and the principal to develop the SIP. Data from 2011-2012 was used to formulate expectations and implementation strategies for 2012-2013.

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.

FCAT, CELLA, FAIR, PMRN, DAR, SRI, ALS and individual student data from PM2 are all used to summarize tiered data.

Describe the plan to train staff on MTSS.

Staff will meet with the principal and designated SDIRC personnel to receive related PS RtI information and verify implementation of the model.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Because of the unique nature of the school and the single core teacher allocation, all instructional staff, instructional support staff and the school administration compose the LLT.

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

The school-based LLT meets on a weekly basis as a part of the Alternative Center ROUNDS process. Individual content-area specialists identify student literacy needs and all instructional staff working with the identified students to promote literacy achievement.

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

The school-based LLT will concentrate efforts toward assisting students in meeting all state requirements for promotion from middle grades to high school. The school-based LLT will concentrate efforts toward assisting high school students complete state required competencies leading to completion of graduation requirements.

Public School Choice

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

READ-180 goals and strategies are discussed with instructional staff on a weekly basis. Overall goals for students are discussed continuously and implemented across the entire curriculum.

*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?

After review of available student records the school administration seeks input from content specific teachers regarding specific course offerings. Applied and integrated courses are assigned as deemed proper. Course schedules are discussed with students at the time of presentation and individual classroom teachers make the relevance of said courses clear within the classroom.

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?

On-site Guidance services are not available for school site 0033. The school administration has executed a weekly contract with a senior guidance counselor within the district for the purpose of reviewing student records/course recovery needs. The school administration attempts to select courses as close in alignment to prior schedules as possible to thus facilitate as smooth a transition as possible when the student returns to his or her home school.

Postsecondary Transition

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

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

The school administration works closely with staff to daily ready students for the public postsecondary level through providing contact with guidance services at the student's home school setting. This will include analysis of the High School Feedback Report.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT2.0: Students scoring at Achievement Level 3 in The school will increase the percentage of students scoring reading. level 3 or above by 3% providing sufficient cohort data is available to establish scores. Reading Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: Insufficient cohort data available to establish a performance At this date it is impossible to accurately determine a level. projected percentage. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Strategy Monitoring Student Mobility Obtain/implement pre and MTSS Leadership Data team consistent READ-180 review/analysis of **FCAT Scores** post testing instruments | Team student data. Benchmark testing sufficient to measure progress, maintenance or **FVLS** decline while assigned to TABE the A.C.E. SRI

	on the analysis of studen	t achievement data, and reg	eference to "Guiding	g Questions", identify and	define areas in need	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:				Insufficient cohort numbers reported as 0% or N/A made obtaining level 4 and 5 scoring impossible.		
2012	Current Level of Perforn	nance:	2013 Expecte	d Level of Performance:		
Insufficient cohort data available to establish a performance level.			ce It is impossible percentage.	It is impossible at this time to determine a projected percentage.		
	Pr	roblem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Student mobility	Obtain/implement pre and post testing instruments sufficient to measure progress, maintenance or decline while assigned to the ACE.	MTSS Leadership Team	Data team review of student data	FCAT Scores Benchmark Testing TABE SRI	

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:

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

	4 in reading. ing Goal #2a:			Insufficient cohort numbers reported as 0% or NA made obtaining level 4 and 5 scoring impossible.		
2012	Current Level of Perform	mance:	2013 Expected	2013 Expected Level of Performance:		
Insuff level	icient cohort data availab	le to establish performance	It is impossible percentage.	It is impossible at this time to determine a projected percentage.		
	Pi	roblem-Solving Process t	to Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Student mobility	Obtain/implement pre and post testing instruments sufficient to measure progress, maintenance or decline while assigned to the Alternative Center		Data team review of student data	FCAT Scores Benchmark Test Scores TABE SRI	

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 Insufficient cohort numbers reported as 0% or N/A made reading. obtaining data impossible. Reading Goal #2b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Insufficient cohort data available to establish a performance Due to insufficient cohort numbers it is impossible at this time to determine a projected percentage. Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine **Anticipated Barrier Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Obtain/implement pre and MTSS Leadership Data team will review FCAT Scores Student mobility student data post testing instruments Team Benchmark Testing sufficient to measure TABE SRI progress, maintenance or decline while assigned to the ACE.

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:	The school will increase the percentage of Black, Hispanic, SWD and ELL students from 0% to 10% provided sufficient cohort numbers are available to provide data.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
0% (insufficient cohort data for Black, Hispanic, SWD and ELL cohorts).	10% learning gains provided sufficient cohort numbers are available to provide data.			
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 mobility	Obtain/implement use of reliable pre/post test data instruments to determine growth, maintenence or decline in student scores	Team	Data team review of student score data	FCAT Scores Benchmark Test Scores SRI TABE

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in Insufficient cohort numbers reported as 0% or N/A made reading. obtaining a percentage increase impossible. Reading Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Insufficient cohort data available to establish a performance It is impossible at this time to accurately project a level. percentage. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy Student mobility Obtain/implement pre and MTSS Leadership Data team review of FCAT Scores Benchmark Testing post testing instruments Team student data. sufficient to measure TABE progress, maintenance or SRI decline while assigned to the ACE.

1	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:			· ·	Reliable pre and post tests will be used to measure the growth in reading of lowest quartile students.		
2012 Current Level of Performance:			2013 Expected	d Level of Performance:		
Insufficient cohort information was obtained.				If sufficient cohort data is available, this data will be used. Otherwise data will be determined by pre and post testing.		
	Pr	oblem-Solving Process t	to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Student mobility	Obtain/implement pre and post testing instruments to determine growth, maintenance or decline of student scores	Team	Data team will review student data	FCAT Scores Benchmarl Test Scores SRI TABE	

Base	d on Amb	itious but Achie	vable Annual	Measurable Ob	jecti	ves (AMOs), AM	10-2, F	Reading and Math P	Performance Target
E A . /	l mahitia ya	but Ashiovable	Annual	Reading Goal #	#				
Meas	urable Ob	but Achievable ojectives (AMOs). In six year						<u>*</u>
by 50		uce their achiev	ement gap						
Door	line dete			5A :					<u> </u> -
	eline data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	15	2015-2016	2016-2017
		analysis of student for the followi			efere	ence to "Guidino	g Ques	tions", identify and	define areas in need
5B. S	Student s	subgroups by e	ethnicity (Wh	nite, Black,					
		an, American I		naking		Data reporting	was N	A for 2011-2012 ba	sed upon insufficient
		orogress in rea	idirig.			cohort data bei			·
Reac	ding Goal	#5B:							
2012	2 Current	Level of Perfo	rmance:			2013 Expected	d Leve	el of Performance:	
N/A						N/A			
			Problem-Sol	lving Process	to I r	ncrease Studei	nt Ach	ilevement	
						Person or Position	P	Process Used to Determine	
	Antic	ipated Barrier	St	rategy		esponsible for	E	Effectiveness of	Evaluation Tool
	Student	mobility	Obtain/imp	plement pre and	_	Monitoring SS Leadership	Data	Strategy team will review	FCAT Scores
1		,	post test r		Tea		stude	ent data	Benchmark Test Scores
'			growth, m	aintenance or student scores					SRI
			decline in	student scores					TABE
Base	d on the	analysis of stud	ent achievem	ent data, and r	efere	ence to "Guiding	g Ques	tions", identify and	define areas in need
		nt for the following							
	_	anguage Learr orogress in rea		ot making					
			idirig.			Insufficient coh ELL students.	ort da	ta was available to	determine scores for
Read	ding Goal	#50:							
2012	2 Current	Level of Perfo	rmance:			2013 Expected	d Leve	el of Performance:	
0%						10% (providing	suffic	ient cohort data is a	available)
			Problem-So	lving Process	to I r	ncrease Stude	nt Ach	ievement	
						Person or	F	Process Used to	
	Antic	ipated Barrier	St	rategy		Position esponsible for	E	Determine Effectiveness of	Evaluation Tool
	Student	mobility		plement pre and	MTS		1	Strategy team will review	FCAT Scoresw
1			post testir determine		Tea	ım	stude	ent data	Benchmark Test Scores
				ce or decline in					SRI TABE
I .	1		Student St	,0,00	1		1		17100

	on the analysis of studen provement for the following	t achievement data, and regsulps	eference to "Guidino	g Questions", identify and	define areas in need	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:			Insufficient coh	Insufficient cohort data was available		
2012	Current Level of Perform	nance:	2013 Expected	d Level of Performance:		
0%			10% (provided	10% (provided sufficient cohort data is available)		
	Pr	oblem-Solving Process t	o Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Student mobility	Obtain/implement pre and post testing instruments to determine growth, maintenance or decline of student scores		Data team will review student data	FCAT Scores Benchmark Test Scores SRI TABE	

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:					
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:			Insufficient cohe	Insufficient cohort numbers reported as 0% or N/A made obtaining scores in this area impossible.		
2012 Current Level of Performance:			2013 Expected	d Level of Performance:		
0%				10% (provided there are sufficient cohort numbers to establish scores)		
	Pr	oblem-Solving Process t	o Increase Studer	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Student mobility	Obtain/implement the use of pre and post testing instruments to determine growth, maintenance or decline in student scores	MTSS Leadership Team	Data team will review student data	FCAT Scores Benchmark Test Scores SRI TABE	

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	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
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		meetings)	
	No Data Submitted		

Reading Budget:

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* 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. At this date there is no goal due to there being no students for whom the goal would be implemented. CELLA Goal #1: 2012 Current Percent of Students Proficient in listening/speaking: No data available due to 0% student enrollment at time of testing. Problem-Solving Process to Increase Student Achievement Process Used to Person or Position Determine Evaluation **Anticipated Barrier** Strategy Responsible for Effectiveness of Tool Monitoring Strategy Student mobility Obtain/implement pre READ-180 instructor Scheduled review of CELLA and post testing District personnel charged student data for all Assessment instruments sufficient with students subject to to measure progress, implementation/monitoring CELLA testing. maintenance or of CELLA decline while assigned

Students read in English at grade level text in a manner similar to non-ELL students. 2. Students scoring proficient in reading. At this date there is no goal due to there being no students enrolled for whom the goal would be CELLA Goal #2: implemented. 2012 Current Percent of Students Proficient in reading: No data available due to 0% student enrollment. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted

to the ACE.

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring pr	oficient in writing.		At this date there is no goal due to there being no students for whom the goal would be implemented.		
2012 Current Percent	of Students Proficient in v	writing:			
No data available due to	0% student enrollment.				
	Problem-Solving Proce	ss to Increase S	Student Achievement		
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

CELLA Budget:

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

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

End of CELLA Goals

Elementary School Mathematics Goals

* 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: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Strategy Responsible Anticipated Barrier **Evaluation Tool** Effectiveness of for Strategy Monitoring No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Responsible **Evaluation Tool** Anticipated Barrier Strategy Effectiveness of Strategy Monitoring No Data Submitted Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a: 2012 Current Level of Performance: 2013 Expected Level of Performance:

	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	Data S	Submitted			
Based on the analysis of soft improvement for the fo	student achievement data, an llowing group:	d refer	ence to "G	uiding Questions", identify	y and define areas in need	
2b. Florida Alternate As Students scoring at or a mathematics.	ssessment: above Achievement Level 7	in				
Mathematics Goal #2b:						
2012 Current Level of P	erformance:		2013 Ехр	ected Level of Performa	ance:	
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No		Submitted			
Based on the analysis of soft improvement for the fo	student achievement data, an llowing group:	d refer	ence to "G	uiding Questions", identify	y and define areas in need	
3a. FCAT 2.0: Percentaç gains in mathematics.	ge of students making learn	ing				
Mathematics Goal #3a:						
2012 Current Level of P	erformance:		2013 Ехр	ected Level of Performa	ance:	
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Based on the a of improvemen			ent data, and refe	rence to "Gi	uiding Ques	stions", identify	and c	define areas in need
3b. Florida Al	ternate As	sessment:						
Percentage of	fstudents	making Learning	g Gains in					
mathematics								
Mathematics	Goal #3b:							
2012 Current	Level of Pe	erformance:		2013 Ехр	ected Leve	el of Performaı	nce:	
		Problem-Sol	ving Process to	Increase St	tudent Ach	nievement		
				son or	Process l	Jsed to		
Anticipated B	Barrier	Strategy		tion oonsible	Determin		Eval	uation Tool
			for		Effective Strategy			
			Mon	itoring	on aragy			
			No Data	Submitted				
Based on the a			ent data, and refe	rence to "G	uiding Ques	stions", identify	and c	define areas in need
4. FCAT 2.0: F	Percentage	of students in L	owest 25%					
making learni	ing gains ir	n mathematics.						
Mathematics	Goal #4:							
Matrierriatics	σσαι π 4 .							
2012 Current	Level of Pe	erformance:		2013 Exp	ected Leve	el of Performar	nce:	
		Problem-Sol	ving Process to	I ncrease St	tudent Ach	nievement		
			Pers	son or	Danasasi	1000 40		
				tion	Process l Determin			
Anticipated B	sarrier	Strategy	for	oonsible	Effective		Evai	uation Tool
			Mon	itoring	Strategy			
			No Data	Submitted				
Based on Ambi	itious but A	chievable Annual	Measurable Objec	tives (AMOs	s), AMO-2,	Reading and Ma	ith Pe	erformance Target
			Elementary Scho	ol Mathemat	ics Goal #			
5A. Ambitious Measurable Ob		ble Annual MOs). In six year						_
		hievement gap						
by 50%.			5A :			T		✓
Baseline data 2010-2011	2011-201	2 2012-2013	2013-2014	2014	4-2015	2015-2016	5	2016-2017
	r	,	1	,		,		,

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

5B. Student subgroups	s by ethnicity (White	Black			
Hispanic, Asian, Ameri satisfactory progress	can Indian) not makir				
Mathematics Goal #5B	3:				
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:
	Problem-Solving	Process to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Res for		Posit Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
Based on the analysis of of improvement for the f		lata, and refer	rence to "G	uiding Questions", identi	fy and define areas in need
5C. English Language I satisfactory progress		aking			
Mathematics Goal #50	3				
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:
	Problem-Solving	Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		'	Submitted		<u>'</u>
Based on the analysis of of improvement for the f		lata, and refer	rence to "G	uiding Questions", identi	fy and define areas in need
5D. Students with Disa satisfactory progress		king			
Mathematics Goal #5D) :				
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	nance:
	Problem-Solving	Process to I	ncrease S	tudent Achievement	

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

Based on the analysis of s of improvement for the fol	student achievement data, and llowing subgroup:	d refere	ence to "Gu	uiding Questions", identify	and define areas in need
5E. Economically Disadv satisfactory progress in	vantaged students not mak n mathematics.	ing			
Mathematics Goal #5E:					
2012 Current Level of Pe	erformance:		2013 Exp	ected Level of Performa	ance:
	Problem-Solving Proces	ss to Ir	ncrease St	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	Submitted		

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)).

maintenance or decline for students assigned to

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 The school will increase the percentage of available students mathematics. scoring at Achievement Level 3 by 3% providing sufficient cohort numbers are available to establish cohort scores. Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: Cohort group (if available) will demonstrate an Achievement Not Known Level increase of 3%. Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Responsible for Effectiveness of Monitoring Strategy Student mobility Development/acquisition MTSS Leadership Data team review of FCAT Scores of reliable pre/post test student data. Benchmark Testing Team models to determine level **TABE** SRI of achievement,

		the ACE.			
	d on the analysis of studer provement for the followin	nt achievement data, and reg g group:	eference to "Guidino	g Questions", identify and	define areas in need
Stud	lorida Alternate Assess ents scoring at Levels 4 ematics Goal #1b:	ment: , 5, and 6 in mathematics	s. Insufficient data	a is available to establish	a reliable goal.
2012	Current Level of Perfor	mance:	2013 Expected	d Level of Performance	:
N/A			N/A		
	Р	roblem-Solving Process	to Increase Stude	nt Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student mobility	Obtain/implement pre and post testing instruments sufficient to measure progress, maintenance or decline while assigned to the ACE.	Team	Data team review of student data	FCAT Scores Benchmark Testing TABE
	d on the analysis of stude provement for the followin	nt achievement data, and reg group:	eference to "Guidinç	g Questions", identify and	I define areas in need
	CAT 2.0: Students scori I 4 in mathematics.	ng at or above Achievem		a is available to establish	a reliable goal.

	of improvement for the following group:							
Level	2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:			Insufficient data is available to establish a reliable goal.				
2012	Current Level of Perforn	nance:	2013 Expect	eed Level of Performance:				
No co	hort data available			Insufficient data is available to establish a reliable Expected Level of Performance				
	Pr	oblem-Solving Process t	o Increase Stud	lent Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible fo Monitoring	Process Used to Determine Fffectiveness of Strategy	Evaluation Tool			
1	Student Mobility	Obtain/implement pre and post testing instruments sufficient to measure progress, maintenance or decline while assigned to the ACE.	MTSS Leadership Team	Data team consistent review/analysis of student data.	FCAT Scores FLVS Benchmark Testing TABE			

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in nee of improvement for the following group:						
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in						
mathematics.	Insufficient data is available to establish a reliable goal.					
Mathematics Goal #2b:						
2012 Current Level of Performance:	2013 Expected Level of Performance:					

				Insufficient data is available to establish a reliable Expected Level of Performance.			
	Pr	oblem-Solving Process t	o Increase Studei	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Student mobility	Obtain/implement pre and post testing instruments sufficient to measure progress, maintenance or decline while assigned to the ACE.		Data team consistent review/analysis of student data	FCAT Scores FLVS Benchmark Testing TABE		

	Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:								
3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:				Insufficient data is available to establish a reliable goal.					
2012	Current Level of Perforr	nance:	2	2013 Expected	Level of Performance:				
No cohort data available				Insufficient data is available to establish a reliable Expected Level of Performance.					
	Pr	oblem-Solving Process t	to I n	icrease Studer	nt Achievement				
	Anticipated Barrier Strategy			Person or Process Used to Position Determine Responsible for Effectiveness of Monitoring Strategy					
1	Student mobility	Obtain/implement pre and post testing instruments sufficient to measure progress, maintenance or decline while assigned to the ACE.	Tear		Data team consistent review/analysis of student data.	FCAT Scores FLVS Benchmark Testing TABE			

Based on the analysis of s of improvement for the following			efer	ence to "Guiding	Questions", identify and	define areas in need	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:		Insufficient cohort data is available to establish a reliable goal.					
2012 Current Level of Performance:				2013 Expected Level of Performance:			
No cohort data available.				Insufficient data is available to establish a reliable Expected Level of Performance.			
	Pr	oblem-Solving Process	to I	ncrease Studer	nt Achievement		
Anticipated Barrier Strategy R			R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Student Mobility		Obtain/implement pre and	MT	SS Leadership	Data team consistent	FCAT Scores	

1			sufficient t progress,	ng instruments to measure maintenance or ille assigned to	easure stenance or			n/analysis of nt data.	FVLS Benchmark Testing TABE
		analysis of stud		ent data, and re	eference	e to "Guiding	g Quest	ions", identify and	define areas in need
4. FC maki	CAT 2.0: Fing learn	Percentage of ing gains in m	students in I	_owest 25%	Ins	ufficient data	a is ava	illable to establish a	a reliable goal.
2012	2 Current	Level of Perf	ormance:		20	13 Expected	d Level	of Performance:	
No co	ohort data	a available.				ufficient data el of Perforn		ailable to establish	a reliable Expected
			Problem-So	Iving Process	to Incre	ease Studer	nt Achi	evement	
	Antic	ipated Barrie	r St	rategy	P Resp	erson or osition onsible for onitoring		ocess Used to Determine fectiveness of Strategy	Evaluation Tool
1	post testir sufficient t progress, decline wh		post testin sufficient t progress,	plement pre and MTSS Leadership ng instruments Team		Data team review/analysis of student data.		FCAT Scores LVS Benchmark Testing TABE	
5A. A Meas	ambitious urable Ob ol will red	but Achievable bjectives (AMO: uce their achie	Annual s). In six year	Middle School				eading and Math Po	erformance Target
	line data 0-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017
of im 5B. S Hispa satis Math	provemer Student s anic, Asia afactory p nematics	analysis of student for the follow subgroups by an, American progress in m Goal #5B:	ving subgroup: ethnicity (Wh Indian) not n athematics.	nite, Black,				ions", identify and of Performance:	define areas in need
			Problem-So	Iving Process	to Incre	ease Studer	nt Achi	evement	

Anticipated Barrier	Strategy	Perso Positi Respo for Monit	ion onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data S	Submitted				
Based on the analysis of improvement for the		data, and refere	ence to "C	Suiding Questions", ident	ify and define areas in ne		
5C. English Language satisfactory progress		naking					
Mathematics Goal #5	C:						
2012 Current Level of	Performance:		2013 Expected Level of Performance:				
	Problem-Solvir	ng Process to Ir	ncrease S	itudent Achievement			
Anticipated Barrier	Strategy	Perso Positi Respo for Monit	ion onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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:

5E. Economically Disadvantaged students not making

Mathematics Goal #5E:

satisfactory progress in mathematics.

2012 Current Level of Performance:		2013 Expected Level of Performance:			
	Problem-Solvir	ng Process to I	ncrease St	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		
				End (of Middle School Mathematics Goa
orida Alternate /	Assessment High	School Matl	hematic	s Goals	

				ı	End of Middle School Mathem
Florida Alternate A	Assessment High Sc	:hool N	lathema	itics Goals	
* When using percentages,	include the number of stud	lents the p	percentage i	represents next to the per	centage (e.g., 70% (35)).
Based on the analysis of in need of improvement	student achievement date for the following group:	ta, and r	eference to	g "Guiding Questions", id	dentify and define areas
1. Florida Alternate As Levels 4, 5, and 6 in m	ssessment: Students sco nathematics.	oring at			
Mathematics Goal #1:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	mance:
	Problem-Solving Proc	cess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		
Based on the analysis of in need of improvement	student achievement dat for the following group:	ta, and r	eference to	g "Guiding Questions", i	dentify and define areas
2. Florida Alternate As or above Level 7 in ma	ssessment: Students sco athematics.	oring at			
Mathematics Goal #2:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	mance:
	Problem-Solving Proc	ess to L	ncrease S	tudent Achievement	
	Troblem-Solving Proc	css IU II	i ici ease 3	tadent Achievenient	

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

Based on the analysis of in need of improvement	student achievement data, for the following group:	and re	eference to	"Guiding Questions", id	entify and define areas
3. Florida Alternate As making learning gains Mathematics Goal #3:	sessment: Percent of studing in mathematics.	dents			
2012 Current Level of	Performance:	:	2013 Exp	ected Level of Perform	nance:
	Problem-Solving Proces	stoIn	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Perso Positi Respo for Monit	on onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	ubmitted		

Algebra End-of-Course (EOC) Goals

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

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

of improvement for the f	following group:					
2. Students scoring at and 5 in Algebra.	or above Achievemen	t Levels 4				
Algebra Goal #2:						
2012 Current Level of	Performance:		2013 Exp	ected Leve	el of Performai	nce:
	Problem-Solving	Process to I	ncrease S	tudent Ach	nievement	
Anticipated Barrier	Strategy	for		Process l Determin Effective Strategy	е	Evaluation Tool
		No Data S	Submitted			
Based on Ambitious but	Achievable Annual Measu	urable Objecti	ives (AMOs	s), AMO-2,	Reading and Ma	ath Performance Target
3A. Ambitious but Achie Measurable Objectives (school will reduce their a by 50%.	vable Annual AMOs). In six year	ora Goal #				<u></u>
Baseline data 2011-20	012 2012-2013	2013-2014	2014-2015 2015-2		2015-2016	2016-2017
Based on the analysis of improvement for the f		ata, and refer	ence to "G	uiding Ques	stions", identify	and define areas in need
3B. Student subgroups	s by ethnicity (White, E can Indian) not makin					
Algebra Goal #3B:						
2012 Current Level of	Performance:		2013 Ехр	ected Leve	el of Performaı	nce:
	Problem-Solving	Process to I	ncrease S	tudent Ach	nievement	
Anticipated Barrier	Strategy	for		Process l Determin Effective Strategy	е	Evaluation Tool
		No Data S	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:

i e					
3C. English Language satisfactory progress		making			
Algebra Goal #3C:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perforn	nance:
	Problem-Solvi	ng Process to I	ncrease S	tudent Achievement	
		Perso Posit		Process Used to	
Anticipated Barrier	Strategy	for	onsible toring	Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
Based on the analysis of improvement for the f		t data, and refer	ence to "G	uiding Questions", ident	ify and define areas in need
3D. Students with Disa satisfactory progress		making			
Algebra Goal #3D:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	nance:
	Problem-Solvi	ng Process to I	ncrease S	tudent Achievement	
			on or	Process Used to	
Anticipated Barrier	Strategy	for	toring	Determine Effectiveness of Strategy	Evaluation Tool
			Submitted		<u>'</u>
Based on the analysis of of improvement for the f		t data, and refer	ence to "G	uiding Questions", ident	ify and define areas in need
3E. Economically Disa satisfactory progress	_	s not making			
Algebra Goal #3E:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	nance:
	Problem-Solvi	ng Process to I	ncrease S	tudent Achievement	

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

End of Algebra EOC Goals

Geometry End-of-	Course (EOC) Goa	ls			
* When using percentages	s, include the number of s	tudents the	percentage	represents (e.g., 70% (3	35)).
Based on the analysis of in need of improvement			eference to	o "Guiding Questions",	identify and define areas
1. Students scoring a Geometry.	t Achievement Level 3	3 in			
Geometry Goal #1:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perfo	rmance:
	Problem-Solving Pr	rocess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		•
Based on the analysis of in need of improvement			eference to	o "Guiding Questions",	identify and define areas
2. Students scoring a4 and 5 in Geometry.	t or above Achieveme	nt Levels			
Geometry Goal #2:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perfo	rmance:
	Problem-Solving Pr	rocess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Based on Ambitiou Target	us but	Achievable	Annual Measural	ble Ob	ojectives (A	MOs),	AMO-2, Reading a	and Math Performance
3A. Ambitious but Annual Measurable (AMOs). In six yeareduce their achie 50%.	e Obje ar scho	ctives ool will	Geometry Goal #					_
Baseline data 2011-2012	201	12-2013	2013-2014 2014-2015 2015-2016					2016-2017
Based on the anal				and i	reference t	o "Guid	ing Questions", id	dentify and define areas
3B. Student subg Hispanic, Asian, satisfactory prog Geometry Goal #	Ameri gress	can India	n) not making	ck,				
2012 Current Lev		Performa	nce:		2013 Exp	pected	Level of Perforn	nance:
		Problem	n-Solving Proces	ss to I	ncrease S	student	t Achievement	
Anticipated Barr	ier	Strategy		Posi Resp for	son or tion ponsible itoring	Deter	iveness of	Evaluation Tool
			No	Data	Submitted			
Based on the anal	vsis of	student a	chievement data	and i	reference t	o "Guid	ing Questions" in	dentify and define areas
in need of improve 3C. English Lang satisfactory prog	ement uage l	for the foll Learners	owing subgroup: (ELL) not making			- Guid	ing educations , is	activity and activity areas
Geometry Goal #	±3C:							
2012 Current Lev	vel of	Performa	nce:		2013 Exp	ected	Level of Perforn	nance:
		Problem	n-Solving Proces	ss to I	ncrease S	student	Achievement	
Anticipated Barr	ier	Strategy		Posi Resp for	son or tion ponsible itoring	Deter	iveness of	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:					
2012 Current Level o	f Performance:		2013 Exp	pected Level of Perfo	rmance:
	Problem-Solvir	ig Process to I	ncrease S	Student Achievement	t
Anticipated Barrier	Strategy	Posi: Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		
	of student achievem	ent data, and r	eference t	o "Guiding Questions",	identify and define areas

3	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 Disa making satisfactory p	ndvantaged students not progress in Geometry.					
Geometry Goal #3E:						
2012 Current Level of	Performance:		2013 Exp	pected Level of Perfo	rmance:	
	Problem-Solving Proces	ss to I	ncrease S	Student Achievement		
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	No	o Data	Submitted			

End of Geometry EOC Goals

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

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

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

Mathematics Budget:

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

End of Mathematics Goals

Elementary and Middle School Science Goals

* 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:					identify and define
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		Insufficient data available to establish a reliable goal.			
2012 Current Level of Performance:		2013 Exp	pected Level of Perforr	mance:	
No cohort data available		Insufficient data available to establish a reliable Expected Level of Performance.			
	Problem-Solving Process	s to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Person or Position Responsibl for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data :	Submitted		

Based on the analysis of student achievement data, and areas in need of improvement for the following group:	reference to "Guiding Questions", identify and define
1b. Florida Alternate Assessment:	
Students scoring at Levels 4, 5, and 6 in science.	Insufficient data available to establish a reliable goal.

Science Goal #1b:					
2012 Current Level of Performance:		2013 Exp	2013 Expected Level of Performance:		
No cohort data available		Insufficient data available to establish a reliable Expected Level of Performance.			
Problem-Solving Process to I			ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

	of student achievement data rement for the following grou		reference	to "Guiding Questions"	, identify and define
2a. FCAT 2.0: Student Achievement Level 4 Science Goal #2a:	•		Insufficier	nt data available to esta	blish a reliable goal.
2012 Current Level of	Performance:		2013 Exp	pected Level of Perform	mance:
No cohort data available			Insufficient data available to establish a reliable Expected Level of Performance.		
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsib for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data S	Submitted		

	of student achievement dat vement for the following gro		reference	to "Guiding Questions	", identify and define
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.		Insufficient data available to establish a reliable goal.			
Science Goal #2b:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
No cohort data available			Insufficient data available to establish a reliable Expected Level of Performance.		
	Problem-Solving Proces	ss to I	ncrease S	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 improv	rement for the following gro	oup:			
1. Florida Alternate A at Levels 4, 5, and 6 i	ssessment: Students sco	oring			
at Levels 4, 5, and 61	IT Science.				
Science Goal #1:					
2012 Current Level of	f Performance:		2013 Exp	pected Level of Perfor	mance:
	Problem-Solving Proces	ss to I	ncrease S	Student Achievement	
		Pers	on or tion	Process Used to	
Anticipated Barrier	Strategy	for	oonsible	Determine Effectiveness of Strategy	Evaluation Tool
	No		itoring Submitted		
	IVC	Data	Submitted		
	of student achievement dat vement for the following gro		l reference	to "Guiding Questions"	, identify and define
2. Florida Alternate A	ssessment: Students scc	oring			
at or above Level 7 ir	science.				
Science Goal #2:					
2012 Current Level of	f Performance:		2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to I	ncrease S	Student Achievement	
			on or	Process Used to	
Anticipated Barrier	Strategy		tion ponsible	Determine Effectiveness of	Evaluation Tool
		for Mon	itoring	Strategy	
	No	Data	Submitted		

Biology End-of-Course (EOC) Goals

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

	of student achievement data vement for the following gro		l reference	to "Guiding Questions"	, identify and define
Students scoring at Achievement Level 3 in Biology. Biology Goal #1:		Insufficient data available to establish a reliable goal.			
2012 Current Level of Performance:		2013 Exp	2013 Expected Level of Performance:		
No cohort data available		Insufficient data available to establish a reliable Expected Level of Performance.			
	Problem-Solving Process	s to I	ncrease S	Student Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		

	of student achievement data vement for the following gro		reference	to "Guiding Questions"	, identify and define
Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:		Insufficient data available to establish a reliable goal.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
No cohort data available		Insufficient data available to establish a reliable Expected Level of Performance.			
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Perso Positi Respo for Monit		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
CCLS Marzano Strategies Reading Strategies	All Grades Science Teachers	Department Chair Administrator MTSS Team	Schoolwide	Various	Test Scores Student grades	Department Chair Administrator MTSS Team

Science Budget:

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

End of Science Goals

Writing Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 1a. FCAT 2.0: Students scoring at Achievement Level Insufficient cohort numbers were available to establish 3.0 and higher in writing. cohort writing scores or accurately project an Expected Level of Performance. Writing Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: N/A N/A Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier **Evaluation Tool** Strategy Responsible for Effectiveness of Monitoring Strategy

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

1							
		1					
	d on the analysis of stud ed of improvement for th	ent achievement data, ar le following group:	nd reference to "Gu	uiding Questions", identif	y and define areas		
at 4 d	lorida Alternate Asses or higher in writing. ng Goal #1b:	sment: Students scorin	Insufficient col cohort writing	Insufficient cohort numbers were available to establish cohort writing scores or accurately project an Expected Level of Performance.			
2012	Current Level of Perfo	ormance:	2013 Expecte	d Level of Performance	e:		
N/A			N/A	N/A			
	Pro	blem-Solving Process t	o Increase Stude	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Student mobility	Obtain/implement pre and post testing instruments, samples and guidelines sufficient to measure progress, maintenance or decline while assigned to the ACF	MTSS Leadership Team	Data team review of available student data	FCAT WRITES FVS Benchmarks		

N/A

N/A

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						

Writing Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		•	Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
	-	-	Subtotal: \$0.00

Professional Developr	ment		
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 o in need of improvement			eference to	o "Guiding Questions", i	dentify and define areas
1. Students scoring at	3 in Civics.				
Civics Goal #1:	Civics Goal #1:				
2012 Current Level of		2013 Expected Level of Performance:			
			·		
	Problem-Solving P	rocess to I	ncrease S	tudent Achievement	
Anticipated Barrier	Anticipated Barrier Strategy Posit Resp		on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data :	Submitted		
Based on the analysis o in need of improvement			eference to	o "Guiding Questions", i	dentify and define areas
Students scoring at or above Achievement Levels and 5 in Civics.					
Civics Goal #2:					
2012 Current Level of		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Posit Resp for	on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

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

Civics Budget:

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

End of Civics Goals

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

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

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

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

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

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

 ${\it Please note that each Strategy does not require a professional development or PLC activity.}$

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)).

	d on the analysis of atter provement:	ndance data, and referer	nce	to "Guiding Que	estions", identify and de	fine areas in need	
1. Attendance Attendance Goal #1:			The majority of students assigned to the Alternative Center have 10 or more absences due to suspensions and other issues of truancy. In addition 50%+ of students assigned have a supervising probation officer with mandatory court appearances and numerous short-term placements in juvenile detention during the school year.				
2012	Current Attendance Ra	ate:		2013 Expecte	d Attendance Rate:		
Data unavailable due to multiple assignments of students to multiple school sites.				To be determined by attendance patterns established prior to Alternative Center enrollment			
	Current Number of Stunces (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Absences (10 or more)			
	najority of students assig er have 10 or more abser ment			The majority of assigned students			
	Current Number of Studes (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)			
Data schoo	unavailable due to multip ols	le assignments to multip	le	This can only be determined upon actual enrollment of students at the Alternative Center			
	Prol	olem-Solving Process t	o I	ncrease Stude	nt Achievement		
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Established patterns of poor school attendance		Ass Scl Att	ministrative sistant and hool tendance ficer	Comparison of attendance patterns prior to enrollment at the Alternative Center and attendance patterns at the point o	TERMS and E- Sembler attendance data	

transition

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								

Attendance Budget:

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

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
Suspension Suspension Goal #1:	Alternative means of student discipline will be used prior to out-of-school suspension unless the act of a student presents a clear and present danger to the school site, the act involves breaking Florida statute, the act has a mandatory oss consequence according to the Code of Student Conduct or the act is such that removal from the school setting is immediately necessary.					
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					

				N/A There is no in-school suspension program at the Alternative Center.			
2012	? Total Number of Stude	ents Suspended I n-Sch	ool	2013 Expected School	d Number of Students	Suspended In-	
N/A There is no in-school suspension program at the Alternative Center.				N/A There is no in-school suspension program at the Alternative Center.			
2012	Number of Out-of-Sch	ool Suspensions		2013 Expected Suspensions	d Number of Out-of-Sc	hool	
N/A				This is in direct proportion to the types of previous behaviors exhibited by students before being assigned to the Alternative Center and cannot accurately be predicted.			
2012 Total Number of Students Suspended Out-of- School				2013 Expected Number of Students Suspended Out- of-School			
N/A				This is in direct proportion to the types of previous behaviors exhibited by students before being assigned to the Alternative Center and cannot accurately be predicted.			
	Prol	olem-Solving Process t	to I	ncrease Stude	nt Achievement		
	Anticipated Barrier	Strategy	Re	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Students are aware of mandatory provisions of the matrix of discipline consequences and intentionally commit acts to violate the provisions of the Code of Student Conduct	More fully implement PBS/A.R.T.	Stu	ncipal and udent Support ecialist	Monthly review of TERMS suspension data	TERMS database	

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

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

Suspension Budget:

Evidence-based 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)).

	d on the analysis of pareled of improvement:	nt involvement data, and	I reference to "Gui	ding Questions", identify a	and define areas	
	Dropout Prevention Dropout Prevention Goal #1:			Increase the number of students using credit recovery software (ALS+), alternative education sites (FLVS) and dual-enrollment to present maximum opportunities for students to complete high school requirements.		
*Please refer to the percentage of students who dropped out during the 2011-2012 school year.		dual-enrollmer				
2012	Current Dropout Rate:		2013 Expecte	ed Dropout Rate:		
N/A			school studen	Anticipating this is predicated on the number of high school students assigned during the school year. This is a completely random number.		
2012 Current Graduation Rate:			2013 Expecte	2013 Expected Graduation Rate:		
N/A Students do not graduate from the Alternative Center		N/A Students Center	N/A Students do not graduate from the Alternative Center			
	Prol	olem-Solving Process t	o Increase Stude	ent Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Guidance services are unavailable onsite. This makes student enrollment/scheduling at the Alternative Center untimely and more difficult.	Work with guidance personnel at home school to be certain they are monitoring student schedules and arranging access to FLVS and dualenrollment. Contract for services with other SDIRC guidance personnel to assure	Principal District Staff Senior Guidance staff at VBHS.	Number of students transitioning from the A.C.E. with "good" code numbers for withdrawal. Number of students transitioning to home schools on track for graduation.	TERMS data	

compliance within		
scheduling.		

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
		N	No Data Submitted	d		

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* 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:

*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.

Parents or guardians will attend at least one parent/staff conference in addition to the intake conference during the period of time their student is assigned to the Alternative Center.

2012 Current Level of Parent Involvement:		2013 Expecte	2013 Expected Level of Parent Involvement:			
62% attending 1+ conferences.			70% attending	70% attending 1+ conferences		
Problem-Solving Process to I			to Increase Stude	nt Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Parent reluctance to be involved at school and time conflicts due to working schedules	direct contact to		Monitoring database results from Connect- Ed calls Comparing calls made to actual number of conferences held	TERMS 702 panel indicating parent conferences completed.	

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
		N	No Data Submitted	d		

Parent Involvement Budget:

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

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, ident	ify and define a	areas in ne	eed of improvement:	
1. STEM		Insufficient data available to establish a reliable goal.		tablish a reliable goal.	
STEM Goal #1:					
	Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Posi: Resp for	on or tion ponsible itoring	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
		N	lo Data Submitte	d		

STEM Budget:

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentage	s, include the number	of students the p	percentage	represents (e.g., 70% ((35)).
Based on the analysis	of school data, ident	ify and define a	reas in ne	eed of improvement:	
1. CTE					
CTE Goal #1:					
	Problem-Solvin	g Process to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data S	Submitted		

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

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

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

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance



Are you a reward school: † Yes † No

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

No Attachment (Uploaded on 10/9/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Assistance for Positive Behavior Support and Aggression Replacement Training	\$401.79
Support for Culinary Arts Vocational Program	\$1,000.00

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

The School Advisory Council will serve as an advisory body to keep the school administration up-to-date regarding focal community

issues and offer advice regarding curriculum and financial issues within district and statutory constraints. The SAC with Thursday of each month, excepting those months specified as not having a meeting.	II meet the third

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