# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HILLTOP ALTERNATIVE SCHOOL

District Name: Levy

Principal: Robert Turnipseed

SAC Chair: Kathy Walker

Superintendent: Robert Hastings

Date of School Board Approval: 09/20/12

Last Modified on: 9/20/2012



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)
		Master's Degree in School Administration.			Data for Chiefland Middle School for the last 3 years as Principal:  2008-2009 Adequate Yearly Progress (AYP) Report - School Level - Page 1 Levy CHIEFLAND MIDDLE SCHOOL - 0053  Did the School Make Adequate Yearly Progress? NO Percent of Criteria Met: 87% Total Writing Proficiency Met: YES 2008- 2009 School Grade: A Total Graduation Criterion Met: NA 95% Tested Reading 95% Tested Math Reading Proficiency Met Math Proficiency Met 2007-2008 Adequate Yearly Progress (AYP) Report - School Level - Page 1 Levy CHIEFLAND MIDDLE SCHOOL - 0053  Did the School Make Adequate Yearly Progress? NO Percent of Criteria

Principal	Robert Turnipseed	Bachelor's Degree in Social and Behavioral Science. Associate of Arts in Liberal Arts	3	13	Met: 77% Total Writing Proficiency Met: NO 2007- 2008 School Grade: A Total Graduation Criterion Met: NA 95% Tested Reading 95% Tested Math Reading Proficiency Met Math Proficiency Met  2006-2007 Adequate Yearly Progress (AYP) Report - School Level - Page 1 Levy CHIEFLAND MIDDLE SCHOOL - 0053  Did the School Make Adequate Yearly Progress? NO Percent of Criteria Met: 92% Total Writing Proficiency Met: YES 2006- 2007 School Grade: B Total Graduation Criterion Met: NA 95% Tested Reading 95% Tested Math Reading Proficiency Met Math Proficiency Met

### **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)			
N/A	N/A	N/A			N/A			

### 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	The school based strategy to ensure that all teachers are highly qualified is to hire only teachers who are certified in their field of instruction. Those who are already employed will be encouraged to get certified.	Principal-Robert Turnipseed	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	
No data submitted		

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		% ESOL Endorsed Teachers
6	0.0%(0)	0.0%(0)	50.0%(3)	50.0%(3)	33.3%(2)	100.0%(6)	50.0%(3)	16.7%(1)	33.3%(2)

### Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities		
N/A	N/A	N/A	N/A		

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other

### ADDITIONAL REQUIREMENTS

### Coordination and Integration

Note: For Title I schools only

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

Housing Programs

**Nutrition Programs** 

lead Start	
dult Education	
areer and Technical Education	
oh Training	
ob Training	
Other	
Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)	
School-based MTSS/RtI Team	
dentify the school-based MTSS leadership team.	
All instructional staff, principal, guidance counselor	
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). I with other school teams to organize/coordinate MTSS efforts?	How does it work
Daily morning meetings to review data and target students, create action plans, and evaluate the process.  Individual conference to address motivation or behavior issues  Whole group instruction	
Review grade, credits for possible credit	
Follow district curriculum map, district text books Reading interventions SRA Corrective Reading and Rosetta Stone levels 1-5.	
Continue Tier I and II strategies Small group instruction based on NGSSS benchmarks and interim assessments	
Daily Morning Meetings to discuss instructional changes	
1:1 learning with assistance from peer, individual work packets Pass packets - coursework	
Bridge contract	
Accomodations Individual contract	
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school Dian. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?	ool improvement
The role of the leadership team is to periodically review the SIP to ensure continuity with the goals outlined for school year.	the current

school 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.

Performance Matters, FCAT, computer based assessments from Plato, Study Island, daily point sheet tracking, student tracking program on tablets to provide instant updates and progress monitoring, school spreadsheet.

Describe the plan to train staff on MTSS.

Training for the RTI process will be ongoing through our morning meetings using the goals described throughout the SIP. The

training will include professional development guided by our curriculum coach on the elements of RtI based on the foundations of the Continuous Improvement Model.
Describe the plan to support MTSS.
Literacy Leadership Team (LLT)
-School-Based Literacy Leadership Team-
Identify the school-based Literacy Leadership Team (LLT).
Amber Barnes, Jack Hughes, Sherman Stoman, Sandra Foster, Kathleen O'Brien, Robert Turnipseed, Chelsea Greek
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Collaborative planning, team-teaching, morning meetings to disaggregate student data and develop action plans based on the results of the extrapolation.
What will be the major initiatives of the LLT this year?
Improve student achievement levels by tracking progress in all subject ares on a weekly basis and creating action plans to address the needs of individual students.
Public School Choice
Supplemental Educational Services (SES) Notification No Attachment
Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.
Grades 6-12 Only
Sec. 1003.413(b) F.S.
for schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.
Collaborative planning and embedding reading strategies in all subject areas. Each teacher will review notes of students and formulate strategies for student learning.
High Schools Only
lote: Required for High School - Sec. 1003.413(g)(j) F.S.
low does the school incorporate applied and integrated courses to help students see the relationships between subjects and elevance to their future?
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?

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 Sct</u> <u>Feedback Report</u>	<u>100l</u>

### 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 reading. Identify areas of weakness and develop strategies to improve skills and enrich strengths. Reading Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: NA 50% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Evaluation Tool** Anticipated Barrier Strategy Responsible for Effectiveness of Monitoring Strategy Increase direct teacher current proficient level of schedule students for a School Principal, Fcat, Fair, ACT students in reading is 18 Language Arts class back Curriculum Coach, instruction at all Teacher test. percent. School schedule to back with a reading Language Arts instructional tiers in computer based and lack of time to stratedies class. Both Teacher and reading. Conduct daily testing using Plato, Reading Teacher implement reading classes will focus on morning staff meetings to Study Island and strategies within the reading and writing. focus on student growth. Novel school day as needed. In Each day will have a addition, the high designated group of percent of transient students with a students. designated time. Implement Implement Spring Board curriculum with fidelity Map essential reading curriculum for FCAT, ACT Use district wide curriculum maps for whole group instruction Socioeconomics Hilltop Assess skills, target for LIA progress Curriculum mapping Attendance CIM meetings faculty and staff improvement, small group monitoring reports, Behavior issues RTI skill remediation outcome Drilldown reports. 2 Small group instruction assessments CIM checks Staffing Plato, Compass, Study Island Low Proficiency level Pull out groups with Language Arts Conduct weekly morning Fcat, Fair, ACT reading teacher on a teachers staff meetings to focus Teacher test, School schedule and lack regular basis to focus on on student growth. Each computer based of time to implement specific and targeted day will have a testing using Plato, reading skills. Use of designated group of Study Island and reading strategies. 3 FCAT Explorer program. students with a Novel designated time. Use district wide curriculum maps for whole group instruction.

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.

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

Read	ling Goal #1b:									
2012	? Current Level of Po	erforr	mance:		2013 Expected Level of Performance:					
		Pr	roblem-Solving Process	s to I	ncrease St	uder	nt Achievement			
Antio	Anticipated Barrier Strategy Posit Resp for			on or tion ponsible itoring	ion Determine Effectiveness of Strategy			uation Tool		
			No	Data	Submitted					
<u> </u>										
	d on the analysis of s provement for the fol		nt achievement data, and g group:	refer	rence to "Gu	ıiding	g Questions", identify	and c	define areas in need	
	CAT 2.0: Students:	scorir	ng at or above Achieve	ment						
	ling Goal #2a:						of weakness and deve n strengths.	lop st	trategies to improve	
	2 Current Level of Po	orforr	manca:		2013 Evn		d Lovel of Performar			
2012	Current Level of F	211011	narice:		2013 Expected Level of Performance:					
0%					50%					
		Pr	roblem-Solving Process	s to I	ncrease St	uder	nt Achievement			
	Anticipated Bar	rier	Strategy	F	Position Responsible	Person or Process Used to Determine Effectiveness of Monitoring Strategy			Evaluation Tool	
1					Assess skills, target for improvement,small group skill remediation,outcome assessments  Assess skills, target for improvement,small group prilldown report FCAT					
D	· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·		- 12 110			. ا	1. C	
	d on the analysis of s provement for the fol		nt achievement data, and g group:	retei	rence to Gu	ilamy	g Questions", identily	ana c	define areas in neeu	
			ment: Achievement Level 7 i	n						
Read	ling Goal #2b:									
2012 Current Level of Performance:				2013 Expected Level of Performance:						
		Pr	roblem-Solving Process	s to I	ncrease St	uder	nt Achievement			

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

	on the analysis of studen provement for the following	t achievement data, and reg group:	efer	ence to "Guiding	Questions", identify and o	lefine areas in need	
3a. FCAT 2.0: Percentage of students making learning gains in reading.  Reading Goal #3a:			J	Identify areas of weakness and develop strategies to improve skills and enrich strengths.			
2012 Current Level of Performance:				2013 Expected Level of Performance:			
0%				50%			
	Pr	oblem-Solving Process t	to I	ncrease Studer	t Achievement		
	Anticipated Barrier Strategy R		R	Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Socioeconomics Attendance Behavior issues Staffing	Curriculum mapping CIM meetings RTI Small group instruction Plato, Compass, Study Island	Hill fac	top ulty and staff	. 0	LIA progress monitoring reports, Drilldown reports, CIM checks	
_							

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group: 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b: 2012 Current Level of Performance: 2013 Expected Level of Performance: Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy Responsible **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:

making learning gains in reading.  Reading Goal #4:					Identify areas of weakness and develop strategies to improve skills and enrich strengths.					
Reaui	ng Goai	# 4:								
2012	Current	Level of Perfor	mance:		2	2013 Expected	d Leve	el of Performance:		
NA					5	50%				
		F	Problem-So	lving Process	to I n	crease Studer	nt Ach	nievement		
	Antic	Anticipated Barrier Strategy R		Re	Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Socioeco Attenda Behavior Staffing				Hillto facu	op Ity and staff	impro skill r	ss skills, target for ovement,small group remediation,outcome ssments	LIA progress monitoring reports, Drilldown reports, CIM checks	
2	grade le for grad	s not working or vel being overag e and needing alizedremediaitor	e Island for purposes.	lents in Study remediation	Hill top faculty.		Study progr	y Island reports, ress monitoring data.	Drilldown reports, CIM checks, district progress monitoring assessments	
3	students	g deficits, s who are workir rade level.	FastForwai g	rd program	Sandra Foster			forward reports, ress monitoring data	LIA progress, PLATO and Study Island grade reports, FCAT scores	
5A. Ar Measu	mbitious Irable Ok	but Achievable Abjectives (AMOs)	nnual . In six year	Reading Goal 7		res (AMOs), AM	10-2, 1	Reading and Math Pe	rformance Target	
	ine data )-2011	2011-2012	2012-2013	2013-201	4	2014-201	5	2015-2016	2016-2017	
					efere	nce to "Guiding	g Ques	tions", identify and o	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:					dentify areas c		kness and develop singths.	trategies to improve		
2012 Current Level of Performance:					2	2013 Expected	d Leve	el of Performance:		
<5%					E	50%				
		F	roblem-So	lving Process	to I n	crease Studer	nt Ach	nievement		
	Antic	ipated Barrier	St	rategy		Person or Position sponsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1	Socioeconomics Attendance Behavior issues Staffing	Curriculum mapping CIM meetings RTI Small group instruction Plato, Compass, Study Island	faculty and staff	Assess skills, target for improvement,small group skill remediation,outcome assessments	FCAT	
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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. Identify areas of weakness and develop strategies to improve skills and enrich strengths. Reading Goal #5C: 2012 Current Level of Performance: 2013 Expected Level of Performance: 0% 50% Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine **Anticipated Barrier** Strategy **Evaluation Tool** Effectiveness of Responsible for Monitoring Strategy Socioeconomics Curriculum mapping qotlliH Assess skills, target for LIA progress Attendance CIM meetings faculty and staff improvement, small group monitoring reports, RTI Behavior issues skill remediation, outcome Drilldown reports, Staffing Small group instruction assessments CIM checks Plato, Compass, Study Island

	d on the analysis of studen provement for the following		efer	ence to "Guiding	Questions", identify and o	define areas in need	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.  Reading Goal #5D:				Identify areas o skills and enrich	of weakness and develop sin strengths.	trategies to improve	
2012	Current Level of Perform	mance:		2013 Expected	d Level of Performance:		
0%				50%			
	Pr	oblem-Solving Process	to I i	ncrease Studer	nt Achievement		
	Anticipated Barrier Strategy			Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1	Socioeconomics Attendance Behavior issues Staffing	Curriculum mapping CIM meetings RTI Small group instruction Plato, Compass, Study Island	Hill <sup>a</sup> fac	top ulty and staff	Assess skills, target for improvement,small group skill remediation,outcome assessments	LIA progress monitoring reports, Drilldown reports, CIM checks	

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.

Identify areas of weakness and develop strategies to improve

Read	ing Goal #5E:		skills and enrich	enrich strengths.			
2012	2012 Current Level of Performance:			Level of Performance:			
<95%			90%	90%			
Problem-Solving Process to I			to Increase Studer	nt Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	11 0		Hilltop faculty and staff	Assess skills, target for improvement,small group skill remediation,outcome assessments	LIA progress monitoring reports, Drilldown reports, CIM checks		

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
Common Core reading standards text complexity focus	K-12	Turnipseed, Barnes	school-wide	Early Release days monthly	walkthrough	Principal Turnipseed, Barnes

### Reading Budget:

Evidence-based Program(s)/	Material(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FastForward curriculum	Computers	SIP funds	\$10,000.00
			Subtotal: \$10,000.00
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

Subtotal: \$0.00

Grand Total: \$10,000.00

\$0.00

End of Reading Goals

### Comprehensive English Language Learning Assessment (CELLA) Goals

Stude	nts speak in English	and understand spoken Eng	glish at grade leve	el in a manner similar to	non-ELL students.			
	udents scoring prof A Goal #1:	icient in listening/speaki	At least 75°	At least 75% of our CELLA students will score at or above proficiency.				
2012	Current Percent of	Students Proficient in lis	tening/speakin	g:				
NA								
	-	Problem-Solving Process	s to Increase Stu	udent Achievement				
	Anticipated Barrier Strateg		Person or Position Responsible Monitoring	Determine for Effectiveness of	Evaluation Too			
1	Lack of attendance, scheduling and staff limitations.		ESOL teacher, principal, classroom teachers.		FAIR and LIA scores as well as Plato, Study			
Stude	ents read in English a	grade level text in a mani	ner similar to non	-ELL students.				
	udents scoring prof A Goal #2:	icient in reading.						
2012	Current Percent of	Students Proficient in re	ading:					
		Problem-Solving Process	s to Increase Stu	udent Achievement				
Antio	ticipated Barrier Strategy F		Responsible for	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
		No	Data Submitted					

3. Students scoring proficient in writing.

CELLA Goal #3:						
2012 Current Percent of Students Proficient in writing:						
	Problem-Solvino	g Process to In	crease S	itudent Achievement		
Anticipated Barrier Strategy Person or Position Responsible for Monitoring Process Used to Determine Effectiveness of Strategy						
No Data Submitted						

### CELLA Budget:

Evidence-based Program(s)/M	aterial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
Use Rosetta Stone on a daily basis.	Computer, software license	Technology	\$200.00
			Subtotal: \$200.00
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: \$200.00

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. Students will increase performance in mathematics and demonstrate competency in grade level coursework. Mathematics Goal #1a: 2012 Current Level of Performance: 2013 Expected Level of Performance: NA 50% 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 School Principal, Increase direct teacher Fcat, Current baseline 33 Schedule students in Curriculum Coach Plato/computer percent. No expected classes that allow for instruction at all barriers to improve pull-out/remediation and Math Teacher instructional tiers in math based assessment, baseline Star Math test, Conduct daily morning EOC exams and staff meetings to focus STEM lab through on student growth. Each RTI day will have a designated group of students with a designated time. Purchase number of math texts for teacher center Map essential math curriculum for EOC, FCAT, ACT, Reading remediation by Increase direct teacher EOC exams, current reading levels of School Principal, students Reading and Language Science Teacher, instruction at all FCAT, ACT Teacher Arts Teachers Reading and instructional tiers in generated test and Language Arts science. quizzes Conduct daily morning Teacher staff meetings to focus on student growth. Each day will have a designated group of students with a designated time. Purchase number of science textbooks for teacher center. Map essential science curriculum for EOC, FCAT, ACT STEM lab through RTTT -After school tutoring for up to 4 hours a week, 1 additional period of instruction, current teacher who gives up planning period, \$3,000 Use district wide curriculum maps for whole group instruction

of im	provement for the fo	llowing	group:						
1b. F	Iorida Alternate As	sessn	nent:						
Stude	ents scoring at Lev	els 4,	5, and 6 in mathemat	ics.					
Math	ematics Goal #1b:								
2012	2012 Current Level of Performance:			2013 Ехре	ecte	d Level of Performar	nce:		
		Pr	oblem-Solving Proces	s to I	ncrease St	uder	nt Achievement		
for				Det Effe	cess Used to ermine ectiveness of ategy	Eval	uation Tool		
			No	Data	Submitted				
Based	d on the analysis of s	studen	t achievement data, and	d refer	ence to "Gu	ıiding	g Questions", identify	and o	define areas in need
	provement for the fo				1				
	CAT 2.0: Students I 4 in mathematics		ng at or above Achieve	ement		ıill in	ocrease performance in	n mat	hamatics and
Math	ematics Goal #2a:				Students will increase performance in mathematics and demonstrate competency in grade level coursework.				
IVICITI	ematics doar # za.								
2012	Current Level of P	erforr	nance:		2013 Ехре	ecte	d Level of Performar	nce:	
NA					25%				
		Pr	oblem-Solving Proces	s to I	ncrease St	uder	nt Achievement		
	Anticipated Bar	rier	Strategy	R	Person or Position esponsible Monitoring	for	Process Used to Determine Effectiveness o Strategy		Evaluation Tool
1	Current baseline 33 percent. No expect barriers to improve baseline.		Schedule students in classes that allow for pull-out/remediation.	Cui	ncipal, rriculum Coa d Math Tead	ach	Increase direct teachinstruction at all	math ents. ning cus	School will purchase number of math texts for teacher center Map essential math curriculum for EOC FCAT, ACT, Fcat, Plato/computer based assessment, Star Math test, EOC exams and STEM lab through RTI
	d on the analysis of s provement for the fo		t achievement data, and g group:	d refer	ence to "Gu	ıiding	g Questions", identify	and o	define areas in need
2b. F	Iorida Alternate As	sessn	nent:						
Stude	ents scoring at or a	bove	Achievement Level 7	in					

mathematics.

Mathematics Goal #2b:

2012 Current Level of Performance:				2013 Expected Level of Performance:					
	Pr	oblem-Solving Proces	ss to I	ncrease St	uder	nt Achievement			
Anticipated Barrier	Strat	egy	Posi Resp for	Responsible E		Process Used to Determine Effectiveness of Strategy		Evaluation Tool	
		No		Submitted					
Based on the analysis of improvement for the		t achievement data, and g group:	d refe	rence to "Gu	uiding	Questions", identify	and d	define areas in need	
3a. FCAT 2.0: Percent gains in mathematics Mathematics Goal #3:		tudents making learni	ing			I demonstrate at leasi s demonstrated by LI			
2012 Current Level of	Perforr	mance:		2013 Exp	ected	d Level of Performar	nce:		
NA	100%								
	Pr	oblem-Solving Proces	ss to I	ncrease St	uder	nt Achievement			
Anticipated B	arrier	Strategy	F	Person of Position Responsible Monitorin	for	Process Used t Determine or Effectiveness of Strategy		Evaluation Tool	
Socioeconomics, 1 Attendance, Beha issues, Staffing	avior	Curriculum mapping, small-group instruction	Pri	thleen O'Brien, Scores, classroom		Scores, classroom observation, anecdo	tal	LIA, FCAT.	
Based on the analysis of improvement for the		t achievement data, and	d refe	rence to "Gu	uiding	g Questions", identify	and o	define areas in need	
3b. Florida Alternate A Percentage of student mathematics. Mathematics Goal #3	Assessn ts makir	nent:							
2012 Current Level of	Perforn	mance:		2013 Exp	ected	d Level of Performar	nce:		
	Pr	oblem-Solving Proces	ss to I	ncrease St	uder	nt Achievement			
Anticipated Barrier Strategy Posi for			on or tion oonsible itoring	Dete Effe	Process Used to Determine Effectiveness of Strategy		uation Tool		
		No	Data	Submitted			-		

	d on the analys provement for t			ent data, and r	refere	ence to "Gu	uiding	Quest	ions", identify	and d	define areas in need
maki	AT 2.0: Perceing learning ga	ains in mat		owest 25%		All students will demonstrate at least one year's growth in mathematics as demonstrated by LIA and FCAT score data.					
2012	? Current Leve	l of Perforr	mance:			2013 Expe	ected	d Level	of Performa	nce:	
NA						100%					
		Pi	roblem-Sol	ving Process	to I i	ncrease St	uder	nt Achi	evement		
Anticipated Barrier Strategy R			Person or Position esponsible Monitorin	for		rocess Used to Determine fectiveness c Strategy		Evaluation Tool			
1	Socioeconomi Attendance, B issues, Staffin	Behavior small-group instruction Pri			Prir	hleen O'Brid ncipal nipseed			s, classroom /ation, anecdo	tal	LIA, FCAT
Based of im  5B. S. Hispa	line data 0-2011 201	es (AMOs).  neir achiever  1-2012 2  is of studer  the following  pups by etherican Inc.	In six year ment gap  2012-2013  at achievement g subgroup: annicity (Whodian) not means	nite, Black,	14	2014	1-201	5	2015-2016 ions", identify		2016-2017  define areas in need
	ematics Goal					2012 Eve	ootoo	d Lovel	of Dorformo		
2012	? Current Leve			ving Process	tolı				of Performai	ice:	
Anti	cipated Barrie	r Straf	tegy	F F f	Positi Respo or	on or ion onsible toring	Dete Effe	cess Usermine ctiven stegy	<u>)</u>	Eval	uation Tool
				No D	ata S	Submitted					

5C. English Language L satisfactory progress i	earners (ELL) not makir	ng					
satisfactory progress i	irmathematics.						
Mathematics Goal #50	:						
2012 Current Level of F	Performance:		2013 Ехр	ected Level of Perform	nance:		
	Problem-Solving Pr	ocess to I	ncrease St	udent Achievement			
Anticipated Barrier	Anticipated Barrier Strategy Ref		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data :	Submitted				
Based on the analysis of of improvement for the fo		a, and refer	ence to "Gu	uiding Questions", identi	fy and define areas in need		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.							
Mathematics Goal #5D:							
2012 Current Level of F	Performance:		2013 Exp	ected Level of Perform	nance:		
	Problem-Solving Pr	rocess to I	ncrease St	tudent Achievement			
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data	Submitted				
Based on the analysis of of improvement for the for		a, and refer	ence to "Gu	uiding Questions", identi	fy and define areas in need		
-	Ivantaged students not i	making					
satisfactory progress i	n mathematics.						
Mathematics Goal #5E	:						
2012 Current Level of Performance:			2013 Exp	ected Level of Perform	nance:		
	Problem-Solving Pr	ocess to I	ncrease St	udent Achievement			

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

End of Elementary School Mathematics Goals

Midd	le School Mathema	tics Goals			
* Whe	n using percentages, include	the number of students the	percentage represents	s (e.g., 70% (35)).	
	I on the analysis of studer provement for the following		reference to "Guidino	g Questions", identify and o	define areas in need
	CAT2.0: Students scorin	g at Achievement Level	3 in		
Math	ematics Goal #1a:				
2012	Current Level of Perform	mance:	2013 Expected	d Level of Performance:	
	D	roblem Colving Drosses	to I porcess Studen	at Ashiovamant	
	PI	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	Current baseline 33 percent. No expected barriers to improve baseline.	Schedule students in classes that allow for pull-out/remediation	School Principal, Curriculum Coach and Math Teacher	Increase direct teacher instruction at all instructional tiers in math Conduct daily morning staff meetings to focus on student growth. Each day will have a designated group of students with a designated time. Purchase number of math texts for teacher center Map essential math curriculum for EOC, FCAT, ACT,	Star Math test, EOC exams and STEM lab through RTI
	I on the analysis of studer provement for the following		reference to "Guidino	g Questions", identify and o	define areas in need
	lorida Alternate Assessr				
	G	, 5, and 6 in mathematic	S.		
Math	ematics Goal #1b:				

Based on the analysis of student achievement data, and refe of improvement for the following group:	rence to "Guiding Questions", identify and define areas in nee
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 I	ncrease Student Achievement

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

Based on the analysis of soft improvement for the fo		nt data, and refer	ence to "G	uiding Questions", iden	tify and define areas in need
2a. FCAT 2.0: Students Level 4 in mathematics	_	ve Achievement			
Mathematics Goal #2a:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solv	ing Process to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy For		on or ion onsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data S	Submitted		

Based on the analysis of soft improvement for the following the soft improvement for the following the soft improvement of the	student achievement data, ar Ilowing group:	nd refere	ence to "Gu	uiding Questions", identif	y and define areas in need	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.						
Mathematics Goal #2b:						
2012 Current Level of P	erformance:		2013 Expected Level of Performance:			
	Problem-Solving Proce	ess to Ir	ncrease St	tudent Achievement		
Anticipated Barrier	Strategy	Perso Positi Respo for Monit	ion onsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	N	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 group:

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

Mathematics Goal #3a:					
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	mance:
	Problem-Solving	Process to I	ncrease St	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		
of improvement for the f	ollowing group:	ata, and refe	rence to "Gi	uiding Questions", ident	ify and define areas in need
3b. Florida Alternate A Percentage of students mathematics.		ns in			
Mathematics Goal #3b	:				
2012 Current Level of	Performance:		2013 Exp	ected Level of Perforr	mance:
	Problem-Solving	Process to I	ncrease St	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 of improvement for the f		ata, and refe	rence to "Gu	uiding Questions", ident	ify and define areas in need
4. FCAT 2.0: Percentag making learning gains Mathematics Goal #4:		st 25%			
2012 Current Level of Performance:			2013 Exp	ected Level of Perforr	mance:
2012 Current Level of Performance.					
	Problem-Solving	Process to I	ncrease St	tudent Achievement	

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

Based on Amb	itious but Ach	nievable Annual	Measurable Ol	bjectiv	ves (AMOs)	), AMO-2, I	Reading and Ma	ath Pe	rformance Target
5A. Ambitious Measurable Ob school will red by 50%.	jectives (AMO	Os). In six year	Middle Schoo	l Math	nematics G	oal #			Ā
Baseline data 2010-2011	2011-2012	2012-2013	2013-20	14	2014-2015		2015-2016		2016-2017
		udent achievemo	ent data, and	refere	ence to "Gu	uiding Ques	tions", identify	and o	define areas in need
	an, Americar	y ethnicity (Wh n Indian) not m mathematics.							
Mathematics	Goal #5B:								
2012 Current	Level of Per	rformance:			2013 Expected Level of Performance:				
		Problem-Sol	ving Process	toIn	ncrease St	udent Ach	ievement		
Anticipated E	Barrier S	Strategy	F F f	Perso Position Responsi Por Monito	ion onsible  Process Used to Determine Effectiveness of Strategy		е	Eval	uation Tool
			No [	Data S	ubmitted			•	
		udent achieveme wing subgroup:	ent data, and	refere	ence to "Gu	uiding Ques	tions", identify	and o	define areas in need
5C. English La satisfactory p		nrners (ELL) no mathematics.	t making						
Mathematics	Goal #5C:								
2012 Current	2012 Current Level of Performance:			:	2013 Expected Level of Performance:				
		Problem-Sol	ving Process	s to In	ncrease St	udent Ach	ilevement		

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

Based on the analysis of soft improvement for the fo	student achievement data, an Ilowing subgroup:	nd refere	ence to "Gu	uiding Questions", identify	and define areas in need
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 Proce	ss to I	ncrease St	udent Achievement	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	N	o Data S	Submitted		

Based on the analysis of of improvement for the form		data, and refer	ence to "G	uiding Questions", iden	itify and define areas in need
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.					
Mathematics Goal #5E	:				
2012 Current Level of I	Performance:		2013 Ехр	pected Level of Perfor	mance:
	Problem-Solvin	g Process to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

End of Middle School Mathematics Goals

### Florida Alternate Assessment High School Mathematics Goals

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

	f student achievement data, for the following group:	, and r	eference to	o "Guiding Questions", id	dentify and define areas
1. Florida Alternate A: Levels 4, 5, and 6 in n	ssessment: Students scor nathematics.	ing at			
Mathematics Goal #1:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perforr	mance:
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement	
Anticipated Barrier	for			Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		
	f student achievement data, for the following group:	, and r	reference to	o "Guiding Questions", id	dentify and define areas
2. Florida Alternate A: or above Level 7 in m	ssessment: Students scor athematics.	ing at			
Mathematics Goal #2:					
2012 Current Level of	Performance:		2013 Expected Level of Performance:		
	Problem-Solving Proces	ss to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	No	Data	Submitted		
	f student achievement data, for the following group:	, and r	reference to	o "Guiding Questions", id	dentify and define areas
3. Florida Alternate A making learning gains	ssessment: Percent of stu s in mathematics.	idents			
Mathematics Goal #3:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perforr	mance:

Problem-Solving Process to Increase Student Achievement

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

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

		tudents the perce	entage repr	esents (e.g., 70% (35)).	
Based on the analysis of stood improvement for the follow		data, and refer	ence to "G	uiding Questions", iden	tify and define areas in need
1. Students scoring at Ac	hievement Level 3	3 in Algebra.			
Algebra Goal #1:					
2012 Current Level of Pe	rformance:		2013 Exp	pected Level of Perfor	mance:
	Problem-Solvin	g Process to I	ncrease S	tudent Achievement	
Anticipated Barrier Strategy Pos Res for		for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Submitted ence to "G	uiding Questions", iden	tify and define areas in need
of improvement for the follo					
2. Students scoring at or and 5 in Algebra.	above Achieveme	ent Levels 4			
Algebra Goal #2:					
2012 Current Level of Pe	rformance:		2013 Expected Level of Performance:		
	Problem-Solvin	g Process 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 Amb	itious but A	chievable Annual	Measurable	Object	ives (AMOs	), AMO-2, I	Reading and Ma	ath Pe	rformance Target
3A. Ambitious	but Askisus	able Appuel	Algebra Goa	al#					
Measurable Ob	jectives (Al	MOs). In six year chievement gap	3A :						_
Baseline data 2010-2011	2011-201	2 2012-2013	2013-2014 2014-201			1-2015	2015-2016	ó	2016-2017
		student achievem llowing subgroup:	ent data, and	d refer	ence to "Gu	uiding Ques	stions", identify	and d	lefine areas in need
3B. Student s Hispanic, Asia satisfactory p	ubgroups an, America progress in	by ethnicity (Whan Indian) not n							
Algebra Goal	#3B: 								
2012 Current	Level of P	erformance:			2013 Exp	ected Leve	el of Performa	nce:	
		Problem-Sol	ving Proces	ss to I	ncrease St	udent Ach	nievement		
Anticipated E	3arrier	Strategy		for		Process U Determin Effective Strategy	ie	Evalı	uation Tool
			No	'	Submitted			•	
		student achievem llowing subgroup:	ent data, and	d refer	ence to "Gu	uiding Ques	stions", identify	and d	lefine areas in need
3C. English La satisfactory p	0 0	earners (ELL) no Algebra.	t making						
Algebra Goal	#3C:								
2012 Current	Level of P	erformance:			2013 Exp	ected Leve	el of Performa	nce:	
		Problem-Sol	ving Proces	ss to I	ncrease St	udent Ach	nievement		
Anticipated E	3arrier	Strategy		for		Process L Determin Effective Strategy	ie	Evalı	uation Tool
			No	Data S	Submitted				

3D. Students with Disa satisfactory progress	abilities (SWD) not maki in Algebra.	ing					
Algebra Goal #3D:							
2012 Current Level of	Performance:		2013 Expected Level of Performance:				
	Problem-Solving F	Process to I	ncrease S <sup>-</sup>	tudent Achievement			
Anticipated Barrier	nticipated Barrier Strategy Po:		Process Used to Determine Effectiveness of Strategy		Evaluation Tool		
		No Data	Submitted				
Based on the analysis o of improvement for the		ta, and refer	rence to "G	uiding Questions", ident	ify and define areas in need		
3E. Economically Disa satisfactory progress	dvantaged students no in Algebra.	t making					
Algebra Goal #3E:							
2012 Current Level of	Performance:		2013 Expected Level of Performance:				
	Problem-Solving F	Process to I	ncrease S	tudent Achievement			
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
		No Data	Submitted				
					End of Algebra EOC Goa		
Geometry End-of-(	Course (EOC) Goals						
	, include the number of stud		entage repre	esents (e.g., 70% (35)).			
Based on the analysis o in need of improvement	f student achievement da for the following group:	ta, and refer	ence to "G	uiding Questions", iden	tify and define areas		
· · · · · · · · · · · · · · · · · · ·	Achievement Level 3 in	٦					
Geometry Goal #1:							
2012 Current Level of	Performance:	20	13 Expecte	ed Level of Performan	ice:		

	Problem-Solvin	g Process to Increase	e Student Achievemen	t
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitte	d	
Based on the analysis in need of improvemen			e to "Guiding Questions"	, identify and define area
2. Students scoring a	at or above Achieve	ement Levels		

Based on the analysis of in need of improvement			eference t	o "Guiding Questions"	, identify and define areas
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.					
Geometry Goal #2:					
2012 Current Level of	Performance:		2013 Exp	pected Level of Perfo	ormance:
	Problem-Solvino	g Process to I	ncrease S	itudent Achievemen	t
Anticipated Barrier	Strategy	Posit Resp for	on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data	Submitted		

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target									
3A. Ambitious but Annual Measurable (AMOs). In six yea reduce their achie 50%.	e Objectives ar school will	Geometry Goal #  3A:							
Baseline data 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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.

Geometry Goal #3B:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement								
Anticipated Barrier		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:						
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.						
Geometry Goal #3C:						
2012 Current Level of	Performance:	2013 Expected Level of Performance:				
	Problem-Solving Proce	ess to L	ncrease S	tudent Achievement		
Anticipated Barrier	Strategy	for		Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted						

Based on the analysis of in need of improvement			reference to	o "Guiding Questions"	, identify and define areas
3D. Students with Disa	abilities (SWD) not r	making			
satisfactory progress	in Geometry.				
Geometry Goal #3D:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving	Process to I	ncrease S	itudent Achievemen	t
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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 Exp	2013 Expected Level of Performance:		
	Problem-Solving	g Process to I	ncrease S	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						

End of Geometry EOC Goals

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

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

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

### Mathematics Budget:

Evidence-based Progra	ım(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

### Elementary and Middle School Science Goals

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

	d on the analysis of stud s in need of improvemen			Guiding Questions", ider	ntify and define
l	CAT2.0: Students sco I 3 in science.	ring at Achievement			
Scie	nce Goal #1a:				
2012	2 Current Level of Perf	ormance:	2013 Expecte	ed Level of Performand	ce:
	Prob	olem-Solving Process t	o Increase Stude	ent Achievement	
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Current baseline 33 percent. No expected barriers to improve baseline.	Schedule students in classes that allow for pull-out/remediation	School Principal,	Increase direct teacher instruction at all instructional tiers in math	Fcat, Plato/computer based assessment, Stal Math test, EOC exams and STEM lab through RTI
2	current reading levels of students	Reading remediation by Reading and Language Arts Teachers		Increase direct teacher instruction at all instructional tiers in science. Conduct daily morning staff meetings to focus on student growth. Each day will have a designated group of students with a designated time. Purchase number of science textbooks for teacher center. Map essential science curriculum for EOC, FCAT, ACT STEM lab through RTTT – After school tutoring for up to 4 hours a week, 1 additional period of instruction, current teacher who gives up planning period, \$3,000 Use district wide curriculum maps for	generated test and quizzes

						whole group instru	uction	
			ent achievement data t for the following gro		I reference	to "Guiding Questions"	, identify and define	
	orida Alternate ents scoring at L		sment: 4, 5, and 6 in scienc	ce.				
Scien	ce Goal #1b:							
2012	Current Level o	f Perfo	ormance:		2013 Exp	pected Level of Perform	mance:	
		Prob	lem-Solving Proces	s to I	ncrease S	tudent Achievement		
Antic	ipated Barrier	Strat	egy	Positi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
			No	Data :	Submitted			
			ent achievement data for the following gro		I reference	to "Guiding Questions"	, identify and define	
			ring at or above					
	evement Level 4 ce Goal #2a:	III SCI	ence.					
2012	Current Level o	f Perfo	ormance:		2013 Expected Level of Performance:			
		Prob	lem-Solving Proces	s to I	ncrease S	tudent Achievement		
Antio	ipated Barrier	Strat	regy	Positi Resp for	on or tion ponsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
			No	Data :	Submitted			
			ent achievement data for the following gro		I reference	to "Guiding Questions"	, identify and define	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science.			/el 7					
Scien	ce Goal #2b:							
2012	Current Level o	f Perfo	ormance:		2013 Expected Level of Performance:			

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

### Florida Alternate Assessment High School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:						
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.						
Science Goal #1:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving	g Process to I	ncrease S	Student Achievemer	nt	
Anticipated Barrier	Strategy	Posit Resp for	on or tion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
		No Data 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 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	33	Responsible	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:						
Students scoring at Achievement Level 3 in Biology.						
Biology Goal #1:						
2012 Current Level of Performance:			2013 Expected Level of Performance:			
	Problem-Solving Process	s to I	ncrease S	tudent Achievement		
Anticipated Barrier	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		l reference	to "Guiding Questions"	, identify and define
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 Proces	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					

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						

### Science Budget:

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

End of Science Goals

### Writing Goals

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

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:	Identify areas of weakness and develop strategies to improve skills and enrich strengths.	
2012 Current Level of Performance:	2013 Expected Level of Performance:	
82%	90%	

	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	Socioeconomics Attendance Behavior issues Staffing	Curriculum mapping CIM meetings RTI Small group instruction Plato, Compass, Study Island	Hilltop faculty and staff	Assess skills, target for improvement,small group skill remediation,outcome assessments	LIA progress monitoring reports, Drilldown reports, CIM checks			

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:					
2012 Current Level of Performance:			2013 Expected Level of Performance:		
	Problem-Solving Process	s to I	ncrease S	tudent Achievement	
Anticipated Barrier	Strategy	Posit Resp for	on or ion oonsible toring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted					

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

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

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 Developmen	nt		
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. Students will demonstrate proficiency and content Civics Goal #1: mastery. 2012 Current Level of Performance: 2013 Expected Level of Performance: 75% NA Problem-Solving Process to Increase Student Achievement Person or Process Used to Position Determine Anticipated Barrier Strategy **Evaluation Tool** Effectiveness of Responsible for Monitoring Strategy Socioeconomics, All students will be Classroom Plato progress reports EOC, course Attendance, Behavior enrolled in Civics teachers grades. issues, Staffing curriculum on the Plato program

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

Anticipated Barrier	Strategy	ltor .	Effectiveness of	Evaluation Tool
		Monitoring  Data Submitted	Strategy	

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

End of Civics Goals

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

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:

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

Histo	udents scoring at Achie ory. History Goal #1:	evement Level 3 in U.S		Students will demonstrate proficiency and content mastery.			
2012	Current Level of Perfo	rmance:	2013 Expecto	2013 Expected Level of Performance:			
NA			75%	75%			
	Pro	blem-Solving Process	to Increase Stud	ent Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	Socioeconomics, Attendance, Behavior issues, Staffing	Students will be enrolled in American History curriculum on Plato program.	Classroom teachers	Plato progress reports	Plato scores, EOC scores		

Based on the analysis in need of improvemen			eference t	o "Guiding Questions"	, identify and define areas
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 Exp	pected Level of Perfo	ormance:
	Problem-Solving	Process to I	ncrease S	Student Achievemen	t
Anticipated Barrier	Strategy	Posi Resp for	on or tion oonsible itoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
			Submitted		

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

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

### U.S. History Budget:

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 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 ne of improvement:					
Attendance     Attendance Goal #1:	rates on a daily	To improve attendance through monitoring attendance rates on a daily basis and contacting students and parents through letters and phone calls.			
2012 Current Attendance Ra	ate:	2013 Expected	d Attendance Rate:		
Attendance rate is approximate regularly and 30% with irregularity and	Expected truan	Expected truancy rate will decrease by 60%.			
2012 Current Number of Stu Absences (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Absences (10 or more)		
21		10	10		
2012 Current Number of Stu Tardies (10 or more)	udents with Excessive		2013 Expected Number of Students with Excessive Tardies (10 or more)		
N/A All students ride the bus from breakfast. No class chan tardies are non-existent.	50 0				
Prol	olem-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	

	•	3	3 1 0	tracking spread
1	attitudes towards school etc.	teachers in staff to create action plan on improving attendance with each individual student who becomes an attendance issue.	and documenting the action plan	

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		

#### 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	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 Attendance Goal(s)

## Suspension Goal(s)

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

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

			,	Formally track suspensions and create a curriculum for behavior modification to prevent negative behaviors.		
2012	Total Number of In-Sc	hool Suspensions	2013 Expecte	ed Number of In-School	Suspensions	
Did n syste	ot track, ISS was informa m.	al based on behavior poir	Less than 100			
2012	: Total Number of Stude	ents Suspended I n-Sch	ool 2013 Expecte School	ed Number of Students	Suspended In-	
None	-we did not have ISS.		Less than 50.			
2012	Number of Out-of-Sch	ool Suspensions	2013 Expecte Suspensions	ed Number of Out-of-Sc	chool	
total	number 63		Less than 25.	Less than 25.		
2012 Scho	! Total Number of Stude ol	ents Suspended Out-of	- 2013 Expecte of-School	2013 Expected Number of Students Suspended Out- of-School		
36			6	6		
	Pro	olem-Solving Process t	to Increase Stude	ent Achievement		
Anticipated Barrier Strategy Re		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1	socio economics, attendance, behavior issues, current staffing defeciency.	Leaps, Behavior modification program based on positive rewards and consequences. Weekly Data meetings to address student performance based on various ongoing data sources.	The entire instructional staff including the curriculum coach and principal	through our weekly meeting and monitoring and creating individual academic improvement plans and behavior tracking sheets	SRI reports,Tracking sheet data, Credits earned, Plato, Study Island and Novel student data reports.	

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

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
Behavior management, classroom management	K-12	TBD	All teachers and staff	Early Release, or PD Days	Surveys, behavior system tracking sheets, referral tracking, classroom walkthrough data, anecdotal evidence	Principal

### Suspension Budget:

Evidence-based Program(s)/Ma	terial(s)		
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		Sul	ototal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		Sul	ototal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide PD on classroom management for alternative and at-risk populations	PD curriculum, inservice training	SIP budget, dropout prevention	\$1,000.00
		Subtota	ıl: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
		Sul	ototal: \$0.00
		Grand Tota	ıl: \$1,000.00

End of Suspension Goal(s)

# Dropout Prevention Goal(s)

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

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

	I on the analysis of parered of improvement:	nt involvement data, ar	nd ref	ference to "Guid	ing Questions", identify	and define areas
1. Dro	opout Prevention					
Propout Prevention Goal #1:  *Please refer to the percentage of students who dropped out during the 2011-2012 school year.				Decrease dropout rate by providing a flexible and supportive alternative learning environment that is individualized to each student's needs. Provide motivation through a variety of sources and strategies.		
2012 Current Dropout Rate:				2013 Expected Dropout Rate:		
30%				5%		
2012	Current Graduation Ra	te:		2013 Expected Graduation Rate:		
75%				90%		
Problem-Solving Process to Increase Student Achievement						
	Anticipated Barrier	Strategy		Person or Position esponsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Truancy  Lack of interest and motivation  Academic deficits  Behavior problems	Rewards for attendance, academic counseling, self-paced Plato and Study Island learning programs, behavior education program, motivational speakers and career education events.	Staff	Attendance records, course completions, student anecdotal evidence. Plato professional development.	Attendance records comparison, course completions, dropout rate.
2	Computer access is limited outside of school time. Students get frustrated with how far behind they are and need to know they have access to computers so they can work at their own pace and catch up.	school so that students can work in the credit recovery program in greater numbers and earn credits toward graduation at a faster	Staff	Attendance records, course completions, student anecdotal evidence, graduation rate.	Course completions, graduation rate
3	Students leaving alternative environment need continuing support when returning to their home schools in order to ensure continued success.	teacher, parents and students who have	Principal	Recitivism rate	Surveys, anecdoal evidence, recitivism rate.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC,subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow- up/Monitoring	Person or Position Responsible for Monitoring
		N	lo 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	
Provide open lab hours before and after school for students to complete coursework.	Lab attendant	SIP budget, dropout prevention resources	\$2,000.00	
		Subtotal: \$2,000.00		

End of Dropout Prevention Goal(s)

Grand Total: \$2,000.00

## Parent Involvement Goal(s)

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

	d on the analysis of pare ed of improvement:	nt involvement data, and	I reference to "Guid	ding Questions", identify	and define areas	
1. Pa	rent Involvement					
*Plea	nt Involvement Goal # use refer to the percenta cipated in school activitie colicated.	ge of parents who		Increase parental involvement in SAC meetings and school events.		
2012	Current Level of Parer	nt Involvement:	2013 Expecte	d Level of Parent Invo	Ivement:	
5%			40%	40%		
	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	Distance, work conflicts, socioeconomics, problems in the home environment,	offer plenty of notice, offer incentives of food, gas cards, etc.	SAC, teachers and staff	attendance of parents, parent surveys	% of attendees comparison	
2	Lack of computer and internet access. Lack of training in computer operations. Lack of transportation.	Create a student and parent technology resource lab in current facility. Offer extended hours for computer and software training and use.	Classroom teacher.	Attendance roster, anecdotal data, student parent and teacher surveys.	Attendance, surveys and student success rates.	

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
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#### Parent Involvement Budget:

Evidence-based Program(s)/N	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
Provide open lab before and after regular school hours.	Lab monitor	SIP budget	\$1,000.00
			Subtotal: \$1,000.00
			Grand Total: \$1,000.00

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, ident	ify and define are	eas in ne	eed of improvement:	
1. STEM					
STEM Goal #1:					
	Problem-Solvin	g Process to Inc	crease S	Student Achievemen	t
Anticipated Barrier	Strategy	Persor Positic Respor for Monito	n nsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Su	bmitted		

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

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

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

### STEM Budget:

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

End of STEM Goal(s)

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

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

Based on the analysis	of school data, ident	ify and define are	as in ne	eed of improvement:	
1. CTE					
CTE Goal #1:					
	Problem-Solvin	g Process to Inc	rease S	Student Achievemen	t
Anticipated Barrier	Strategy	Person Positio Respor for Monito	n nsible	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Sul	omitted		

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
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 CTE Goal(s)

# Additional Goal(s)

No Additional Goal was submitted for this school

### FINAL BUDGET

Evidence-based Progr	am(s)/Material(s)			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
CELLA	Use Rosetta Stone on a daily basis.	Computer, software license	Technology	\$200.00
				Subtotal: \$200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	FastForward curriculum	Computers	SIP funds	\$10,000.00
				Subtotal: \$10,000.00
Professional Developn	nent			
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Suspension	Provide PD on classroom management for alternative and at-risk populations	PD curriculum, inservice training	SIP budget, dropout prevention	\$1,000.00
				Subtotal: \$1,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Dropout Prevention	Provide open lab hours before and after school for students to complete coursework.	Lab attendant	SIP budget, dropout prevention resources	\$2,000.00
Parent Involvement	Provide open lab before and after regular school hours.	Lab monitor	SIP budget	\$1,000.00
				Subtotal: \$3,000.00
				Grand Total: \$14,200.00

## Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority jn Focus	jn Prevent	<b>j</b> ∩ NA	
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Are you a reward school: jn Yes jn No

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

No Attachment (Uploaded on 8/30/2012)

# 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.

Describe projected use of SAC funds	Amount

No data submitted

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

Regular meetings

# 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