

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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

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

School Name: A.QUINN JONES/EXCEP.STUDENT CENTER

District Name: Alachua

Principal: Leonard I. Weiss PhD.

SAC Chair: Michael Kavanaugh

Superintendent: W. Daniel Boyd EdD

Date of School Board Approval:

Last Modified on: 10/16/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

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

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

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

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Leonard I. Weiss Ph.D.	Certified School Principal, Certified School Psychologist	24	24	A. Quinn Jones is a non-graded school.

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)
		BS			

Reading	Scott Zofnas	Elementary Education ESE K-12 Reading Endorsement ESOL	8	1	A. Quinn Jones and Character Counts Centers are non-graded schools.
Math	Scott Zofnas	BS Elementary Education ESE K-12 Reading Endorsement ESOL	8	1	A. Quinn Jones and Character Counts are non-graded schools

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	1) Every applicant's transcripts and certification areas are reviewed by the Human Resource Dept. and the principal. 2) Only highly qualified teachers are offered a contract.	Beverly Finley - Supervisor Michael Jacobi - Certification Analyst Leonard I. Weiss PhD - Principal	July 1, 2012	

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
All teachers and paraprofessionals are highly qualified	NA

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
25	4.0%(1)	24.0%(6)	32.0%(8)	40.0%(10)	52.0%(13)	96.0%(24)	28.0%(7)	8.0%(2)	8.0%(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

All teachers are highly qualified. We have one beginning teacher.

Amber Purser

Ms. Purser is a highly qualified elementary teacher.

Beginning Teacher Program activities. a) Cohort Trainings b) Workshops c) Visitation

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after/ before school programs and/or summer school. The district coordinates with Title I and Title II in ensuring staff development needs are provided. Additionally, assistance is provided in analyzing data from the State Assessment System

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Dropout prevention programs

Title II

Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students

Title III

NA

Title X- Homeless

Title X- Homeless
District homeless Social Worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title 1 funds to provide summer school for Level 1 readers

Violence Prevention Programs

The Phase Level System, counseling, small classes and close supervision are provided throughout the school day. Home-notes are sent home with students every afternoon to insure good communication between the school and parents in regard to behavior. The "Why Try" program, PALS program and Wildcat of the Week are implemented throughout the school year to encourage positive behavior. All staff is trained through the Crisis Prevention Institute to manage acting out behaviors.

Nutrition Programs

Free and reduced breakfast and lunch programs are provided by the district food service

Housing Programs

NA

Head Start

NA

Adult Education

NA

Career and Technical Education

One teacher is assigned to promote career education with our high school students. A number of students are enrolled in the Option 2 Diploma program.

Job Training

Business Partners enable us to provide job training for our high school students. A teacher is assigned to assist students in completing the Option 2 program. High School students are enrolled in Career Preparation Courses.

Other

NA

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Identify the school-based RtI Leadership Team.

- a) Principal Provides a common vision for the use of data based decision making, ensures the school based team is implementing RTI, conducts assessments of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school based RTI plans and activities.
- B) Select general education teachers provides information about core instruction, participates in student data collection, delivers TIER 1 instruction/interventions, collaborates with other staff to implement TIER 2 interventions, and integrates TIER 1 materials/instruction with TIER 2 /3 activities.
- c) ESE teachers participate in student data collection, integrates core instructional activities/materials into TIER 3 instruction and collaborate with general education teachers through such activities as co-teaching.
- d) Behavior Analyst/BRT develops, leads, and evaluates school core content/programs, identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered at risk, assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.
- e) Reading Coach and CIIMS Coordinator provides guidance on K-12 reading plan, facilitates and supports data collection activities, assists in data analysis, provides professional development and technical assistance to teachers regarding data based instructional planning, supports the implementation of TIER 1, TIER 2, and TIER 3 intervention plans.
- f) School Psychologist participates in collection, interpretation, and analysis of data; facilitates development of intervention plans, provides support for interventions, fidelity, and documentations, provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.
- G) Media specialist/technology specialist develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.
- h) Speech Pathologist Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.
- I Guidance Counselor provides information in regard to progress related to student movement through the Phase Level System. Organizes auxiliary counseling services such as Meridian Mental Health Services and Shands Vista interns. .

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 team meets at least one time per week to review progress of children within the intervention process. Data is reviewed and interventions modified as needed. Progress Monitoring reports on behavior and academics are shared at these

meetings. The principal and CIMS coordinator manage the system.

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

The RTI team has met with the SAC and principal to help develop the SIP. The RTI team explained to the SAC the purpose and process of RTI. Data on individual cases was presented as examples for the SAC to understand how RTI benefits children.

MTSS Implementation

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

Baseline data, progress monitoring and PMRN reporting network, assessment and information management system are used to evaluate data (FAIR Brigance, ONTRACK SCIENCE, Bimonthly writing prompts, Brigance Assessment).

Describe the plan to train staff on MTSS.

District workshops school in-service has been provided for regular education teachers.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The School Based Literacy Team consists of teachers from every grade level, our CIMS Coordinator, CRT, media specialist and principal.

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

The Literacy Team meets one time per month to develop strategies for teachers to incorporate reading in all subjects. This year the committee is developing strategies in math, social studies and science for teachers to use to ensure cross curriculum instruction.

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

The major initiatives this year have been as follows:

- 1) All elementary students receive a 90 minute reading block in the morning.
- 2) Continue with the 12 Most Powerful Words to prepare students for the FCAT.
- 3) Develop cross curricular reading materials for science and civics
- 4) Media Specialist consults with teachers on preparation of lessons to encourage the use of the media center.
- 5) Assign a teacher to teach technology skills to elementary 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.

NA

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Teachers work in Curriculum Partner Teams to ensure that reading strategies are being implemented by every teacher. Our Curriculum Resource Teacher who has a Reading Endorsement and media specialist works with all teachers to ensure reading strategies are used in all middle and high school classrooms including science, social studies, math, music and art.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Students enrolled in the AQJ high school program as a function of their ESE status have IEP and transition meetings. Our goal for high school students is twofold: 1) to transition them back to their home-zoned school or 2) prepare them for the work force. Our focus is on academic and job skills as they pursue a standard academic diploma.

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?

Every student at A. Quinn Jones has an IEP. Students attend IEP meetings to incorporate students' academic and career planning as well as promote student course selections, so that students' course of study is personally meaningful. At the high school level students are given the option to pursue an academic program and Community Based Training program.

Postsecondary Transition

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

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

Every student has an IEP and meetings are held to discuss readiness for public post secondary education or employment. Most students are eligible to take less rigorous Level 1 academic courses in accordance with their IEP.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase to 15% students scoring Level 3 on the FCAT Reading. 90% scored < Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
AQJ 90% scored < Level 3 on the FCAT. 71% made gains from 2011 to 2012	By the end of the 2012-13 school year, the number of students proficient in reading as measured by the FCAT will increase by 5%.

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	EM 1) Poverty - Approximately 85 to 90 % of our students receive free or reduced lunch. 2) All students have significant emotional and behavioral problems. 3) 95% of AQJ/CC students are performing at least 2years below grade level in reading, math, and writing.	1) Small class instruction. Teacher assistant works with students assigned by the teacher. 2) Behavior and education plans for all students. AQJ students have an IEP. 3) Counseling 4) V Math, Go Math, tutoring in reading and math, READ 180 for AQJ middle school students	CIMS Coordinator CRT BRT/Dean Principal Counselor Teachers	1) Progress Monitoring in reading and math 2) Behavior Phase Level System	1) District approved Math Probes 2) FCAT Explorer 3) Benchmark Test (Big Idea)
2	1) Poverty - Approximately 85 to 90 % of our students receive free or reduced lunch. 2) All students have significant emotional and behavioral problems. 3) 95% of AQJ/CC students are performing at least 2years below grade level in reading, math, and writing.	In art students are exposed to math concepts involving shapes, spacial relationships, and measurement. Music and Art are being used ato improve reading and math skills. In art, stduent are given written istructions that they must follow in order to complete their project. Students are given the opportunity to study about the lives of different artist and the history of that era. In music, students are required to read the music they sing. In addition students learn	Ms. Anderson (Art Teacher) Mr. Wheeler (Music Teacher) Mr. Dishman (Music Dishman)	Progress monitoring in reading and math	District approved probes in math and reading. Benchmark Tests FCAT

		about the lives of different musicians. The music teachers also use mathematics (fractions) in studying rhythm.			
3	<p>1) Poverty - Approximately 85 to 90 % of our students receive free or reduced lunch.</p> <p>2) All students have significant emotional and behavioral problems.</p> <p>All students have emotional or behavior issues that significantly affects their reading performance.</p>	<p>1) Small group instruction</p> <p>2) Word of the Week</p> <p>3) Before School tutoring (Title 1)</p> <p>4) In school tutoring Title 1)</p> <p>5) Continuous Improvement Model</p>	<p>1) CIMS Coordinator</p> <p>2) CRT</p> <p>3) Principal</p>	Progress Monitoring through probes and periodic assessments	<p>1) District made probes</p> <p>2) FAIR</p> <p>3) Benchmark Assessments</p> <p>Comprehension probes for elementary, middle and high school.</p>

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:				
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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	35% of our students will make significant gains in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% of the students made significant gains in reading during the 2009-2010 school year.	The expected level of performance will show a 5% gain of students making significant gains in reading.

Problem-Solving Process to Increase Student Achievement

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

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

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
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 subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	
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 subgroup:

5E. Economically Disadvantaged students not making	
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satisfactory progress in reading.				
Reading Goal #5E:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To improve teaching of reading/comprehension of informational text.	K-12	Mr. Zofnas Ms. Britton Dr. Weiss	All teachers at A. Quinn Jones and Character Counts	Our CIMS coordinator and CRT are working with teachers on a weekly basis to improve teaching of informational text through comprehension. The CIMS coordinator is providing teachers with websites and articles on teaching informational texts. Teachers are being provided with mini lessons by CIMS coordinator	CIMS coordinator and CRT meet with teachers weekly	Dr. Weiss

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Before school Tutoring	Title I Grant	Title I AQJ	\$1,330.00
During School Tutoring	Title I Grant	Title I AQJ	\$24,986.00
Before School Tutoring	Title I Grant	Title I CC	\$5,258.00
During School Tutoring	Title I Grant	Title I CC	\$16,924.00
			Subtotal: \$48,498.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Alachua County Instructional Improvement System (ACIIS)	Race to the Top Grant	District Resources	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
District inservice for teachers to improve reading instruction throughout the school year	District Funding	District	\$0.00
Inservice CIMS Coordinator	Title I AQJ	Title I Grant	\$24,986.00
Inservice CIMS Coordinator	Title I CC	Title I Grant	\$16,924.00
			Subtotal: \$41,910.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$90,408.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

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

Students read in English at grade level text in a manner similar to non-ELL students.				
2. Students scoring proficient in reading.				
CELLA Goal #2:				
2012 Current Percent of Students Proficient in reading:				
Problem-Solving Process to Increase Student Achievement				

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

Students write in English at grade level in a manner similar to non-ELL students.				
3. Students scoring proficient in writing.				
CELLA Goal #3:				
2012 Current Percent of Students Proficient in writing:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

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

Elementary School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Students will increase their math skills as measured the FCAT math and Progress Monitoring Probes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
0% of students scored a Level 3 in math. 1% scored a Level 4	3% of the students will score a Level 3 or higher in math.

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	EM 1) Poverty - Approximately 85 to 90 % of our students receive free or reduced lunch. 2) All students have significant emotional and behavioral problems. 3) 95% of AQJ/CC students are performing at least 2years below grade level in reading, math, and writing.	1) Small class instruction. Teacher assistant works with students assigned by the teacher. 2) Behavior and education plans for all students. AQJ students have an IEP. 3) Counseling 4) V Math, Go Math, tutoring in reading and math, READ 180 for AQJ middle school students	CIMS Coordinator CRT BRT/Dean Principal Counselor Teachers	1) Progress Monitoring in reading and math 2) Behavior Phase Level System	1) District approved Math Probes 2) FCAT Explorer 3) Benchmark Test (Big Idea)
2	1) Poverty - Approximately 85 to 90 % of our students receive free or reduced lunch. 2) All students have significant emotional and behavioral problems. 3) 95% of AQJ/CC students are performing at least 2years below grade level in reading, math, and writing.	In art students are exposed to math concepts involving shapes, spacial relationships, and measurement. Music and Art are being used ato improve reading and math skills. In art, stduent are given written istructions that they must follow in order to complete their project. Students are given the opportunity to study about the lives of different artist and the history of that era. In music, students are required to read the music they sing. In addition students learn about the lives of different musicians. The music teachers also use mathematics (fractions)	Ms. Anderson (Art Teacher) Mr. Wheeler (Music Teacher) Mr. Dishman (Music Dishman)	Progress monitoring in reading and math	District approved probes in math and reading. Benchmark Tests FCAT

		in studying rhythm.			
3	<p>All AQJ students have an IEP and are identified as EBD.</p> <p>All Character Counts students have a history of significant behavior problems at their home-zoned schools. records indicate that CC students have been frequently suspended and some have been expelled from their home zoned school.</p> <p>Both AQJ and CC students show at least a 90% participation rate for free or reduced lunch.</p> <p>Students placed at AQJ and CC are functioning at least two years below grade level in math.</p>	<p>Small group instruction. Each classroom has a teacher and full time aide</p> <p>IEP for AQJ students and RTIs for EPT students</p> <p>Florida Math Intervention</p> <p>Number the World</p> <p>Title I tutoring - 2 in a group - 8 students are receiving SES tutoring.</p> <p>Manipulatives being used in all classes.</p> <p>Everyday Calendar Math being used in 3rd & 4th grade classes.</p>	<p>Mr. Zofnas, CIMS Coordinator</p> <p>Ms. Britton, CRT</p> <p>Dr. Weiss, Principal</p>	<p>Probes are used to determine student progress.</p> <p>Benchmark test to determine student progress</p> <p>Unit tests</p>	<p>FCAT</p> <p>Probes</p> <p>Benchmark Tests</p> <p>Unit tests</p>

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

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics.				
Mathematics Goal #2a:				
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:

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

Problem-Solving Process to Increase Student Achievement

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

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

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	
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Mathematics Goal #3b:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.

Elementary School Mathematics Goal #

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Mathematics Goal #5B:

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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:				
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 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				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.				
Mathematics Goal E:				
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				

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.		1) geometry & measurement 2) operations & statistics 3) ratios & proportion 4) graphing equations and integers			
Mathematics Goal #1a:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
6th grade (5 students) - 100% scored @ Level 1 7th grade (11 students) - 0% scored @ Level 3 - 33% scored @ Level 2 - 67% scored @ Level 1 8th grade (12 students) - 8% (1 student scored @ Level 4) 92% scored @ Level 1		5% of the students will score Level 3.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	EM 1) Poverty - Approximately 85 to 90 % of our students receive free or reduced lunch. 2) All students have significant emotional and behavioral problems. 3) 95% of AQJ/CC students are performing at least 2years below grade level in reading,	1) Small class instruction. Teacher assistant works with students assigned by the teacher. 2) Behavior and education plans for all students. AQJ students have an IEP. 3) Counseling 4) V Math, Go Math, tutoring in reading and	CIMS Coordinator CRT BRT/Dean Principal Counselor Teachers	1) Progress Monitoring in reading and math 2) Behavior Phase Level System	1) District approved Math Probes 2) FCAT Explorer 3) Benchmark Test (Big Idea)

	math, and writing.	math, READ 180 for AQJ middle school students			
2	<p>All students are identified as EBD and have a history of severe emotional/behavior problems.</p> <p>>90% of the students qualify for free/reduced lunch</p>	<p>very small group instruction</p> <p>mathematics teacher has a full time assistant.</p> <p>3 students receive SES tutoring</p> <p>Smartboard programs to increase participation</p> <p>Jamestown Education - Reading in the content areas for mathematics.</p> <p>Edmoto Apps to increase student engagement.</p> <p>FCAT Explorer</p> <p>PREZI.Com for educational presentations in math</p> <p>Discovery Education for Math</p> <p>Cross Curricular activities between science and English.</p> <p>Process Notes -how you solve a problem step by step.</p>	<p>Scott Zofnas CIMS/Tutor</p> <p>Candace Britton CRT</p> <p>Dr. Leonard I. Weiss Principal</p> <p>Ms. Natalia Pegg Teacher</p>	<p>bi-weekly tests</p> <p>FCAT data</p> <p>Analysis of probes</p> <p>FCAT Explorer</p> <p>Diagnostic Charts from Jamestown</p>	<p>Probes</p> <p>FCAT</p> <p>Benchmark tests</p>

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

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

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

of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:				
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:

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

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

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

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

Problem-Solving Process to Increase Student Achievement

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

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

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	
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 Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap	Middle School Mathematics Goal #
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by 50%.

5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.

Mathematics Goal #5B:

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 subgroup:

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

Mathematics Goal #5C:

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

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

E. Economically Disadvantaged students not making satisfactory progress in mathematics.				
Mathematics Goal E:				
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				

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

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

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.				
Mathematics Goal #1:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

High School Mathematics AMO Goals

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Mathematics Goal # 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:				
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 subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:				
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 subgroup:

5D. Students with Disabilities (SWD) not making	
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satisfactory progress in mathematics. Mathematics Goal #5D:				
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 subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:				
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				

End of High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
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 Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
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 Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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
To obtain Professional Certification teacher is working on tasks based assessments that include lesson planning, classroom management, school improvement, cross curricular actiiviites and stduent assessmentand researching teaching methods	6-8	Dsistrict Alternative	Natalia Pegg 6-12	Continuous until certification is attained in February of 2013.	Mentor checks progress each week	Mr. Zofnas -CIMS Vicki Crisp - Project Coordiantor
Word problems related to FCAT	3-5	Mr. Zofnasis providnng minilessons for teachers	All Elementary Teachers	throughout the school year	Meeting with teachers weekly	Mr. Zofnas -CIMS Coordiantor

Mathematics Budget:

Evidence-based Program(s)/Material(s)

Strategy	Description of Resources	Funding Source	Available Amount
Number World Two to one tutoring	Title I funds	Title I	\$24,000.00
			Subtotal: \$24,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Florida Intervention - Part of Core Curriculum	District Funds	District	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Workshops sponsored by the district to improve teaching strategies	CREATE - Substitute teachers are paid by district funds	District	\$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: \$24,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:		1) Life Science 2) Physical Science 3) Earth Science			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
AQJ/CC have less than 10 students per cohort group. AQJ/CC Elementary 0% scored a Level 3 for science. AQJ- 33% scored a Level 2 in science, CC- 20% scored a Level 2 in science AQJ MS - <1% scored a Level 3 in science - <1% scored a Level 2 in science		AQJ/CC 5% of the students will score a Level 3 in science			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students that attend AQJ/CC have significant behavior/emotional problems and were deemed unable to be managed @ their home zoned school. At least 90% of the students qualify for free/reduced lunch. 90% of our students	1) Very small group instruction. 2) Every classroom has a fulltime teacher and full time assistant 3) AQJ students have an IEP 4) Volunteers work with students on an individual basis.	Scott Zofnas CIMS Candace Britton CRT Dr. Leonard I. Weiss Principal Classroom Teachers	Student progress in Life Science, Physical Science and Earth Science	On Track Testing FCAT Benchmark Tests

reside in homes below the poverty line or are in foster homes. 95% of our students are .2 years below grade level in reading and math.	5) Science vocabulary being taught across the curriculum.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

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

Problem-Solving Process to Increase Student Achievement

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

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

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	
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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:

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

Florida Alternate Assessment High School Science Goals

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

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.				
Science Goal #2:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				

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

Biology End-of-Course (EOC) Goals

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

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

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
To increase student achievement in science. Teachers will focus on a) Life Science b) Physical Science c) Earth and Space Science Employ Kagan strategies, Gradual Release Model, &CRISS Lesson Study	k-12	Dr. Weiss	All elementary teachers, Mr. Dukes and Mr. Kavanaugh	Inservice will continue throughout the school year	Class observations snapshots by the principal, Dr. Weiss	Dr. Weiss

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Student hands on Labs	School	Operating Budget	\$300.00
			Subtotal: \$300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Based Microscope	School Budget	Operating Budget Funds	\$250.00
			Subtotal: \$250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Partnership with University of Florida Professors	University of Florida	University of Florida	\$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: \$550.00

* 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:	50% of our students will improve their writing skills by at least .5 rubric points.
2012 Current Level of Performance:	2013 Expected Level of Performance:
5% of the students scored a Level 3 or higher on the FCAT writing assessment	By the end of the 2011-12 school year, the number of students proficient in writing (3.0) as measured by FCAT Writes will increase by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All our students manifest either emotional and or behavior difficulties which result in their not being able to function in a regular school setting.	Small group instruction Weekly writing prompts Every student has an IEP or EPT to address behavior and academic problems	Mr. Scott Zofnas Ms. Candace Britton Dr. Leonard I. Weiss	Progress Monitoring FCAT Performance	Bimonthly writing assessments FCAT scores

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 to Increase Student Achievement

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

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teachers are working to improve their techniques in teaching expository writing.	K-12	Mr. Zofnas Ms. Britton	All teacher @ A. Quinn Jones and Character Counts	Teachers are meeting weekly with the CIMS coordinator to review student progress in writing and skills to develop.	CIMS coordinator monitors progress weekly with teachers to assess progress in writing. Probes are reviewed to assess progress.	Dr. Weiss

Writing Budget:

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

End of Writing Goals

Civics End-of-Course (EOC) Goals

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

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

1. Students scoring at Achievement Level 3 in Civics.	
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

No Data Submitted

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

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

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

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

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

Civics Budget:

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

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

End of Civics Goals

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

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

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

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:				
2012 Current Level of Performance:	2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

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

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

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

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

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

U.S. History Budget:

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

End of U.S. History EOC Goals

Attendance Goal(s)

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

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal # 1:	To increase attendance rates for A. Quinn Jones middle and high schools students
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
A. Quinn Jones (K-12) = 86.88 102 students K-6 range = 90.12 - 99.94%	

7-12 range = 66.31 - 87.40	Expected attendance rate for middle and high school students should equal 93% based on district averages
Character Counts (K-6) - 99.90	
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
41 students enrolled at A. Quinn Jones had 10 or more absences. A majority of those students were enrolled in middle or high school.	The expectation is 10 students will exceed 10 or more days absent.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
17 students had a record of excessive tardies. 14 of those students were enrolled in middle or high school. 2011-12	The expectation is 3 students will exceed 10 tardies.
4 students had excessive tardies - 2011-12	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students at A. Quinn Jones are labeled EBD and had a history of excessive at their home zoned schools due to illness and suspension.	Enforce district policy on truancy and attendance. No suspension policy of school	Mr. R. Ramirez Ms. J. Wasykowski Ms. B. Ferguson	Monitoring attendance and tardy data on IC	IC reports

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
Train teachers on truancy policies	K-12	Dean, Robin Ramirez BRT, Joanne Wasykowski Counselor, Peter Huber DBC, Brenda Ferguson	A. Quinn Jones and Character Counts teachers grades K-12	During preplanning the PLC leaders reviewed procedures with the entire school. Follow-up with teachers is continued @ faculty meetings	Infinte Campus Teacher Reports	Dr. Weiss

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Phase Level System	School	Operating Budget	\$800.00
School van to transport students who are too disruptive on the	Federal Funds	IDEA Budget	\$2,000.00

bus.			
PALS & Wildcat of the Week to promote good attendance and behavior	Business Partners	No cost to district	\$0.00
Alternative to Suspension Classroom Equipmeent	District	Operating Budget	\$1,000.00
Backpack Club to provide food and hygiencic itemsto students managed by our school counselor	Community Involvement	No cost to district	\$0.00
Career Preparation Program in food crops (Salaries for teacher and assistant and materials	District	Dsitrict and Grants	\$700.00
			Subtotal: \$4,500.00
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: \$4,500.00

End of Attendance Goal(s)

Suspension Goal(s)

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

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Stduents will not be suspended from the A. Quinn Jones or Character Counts program.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
There were no in school suspensions during 2010-2011.	There will be no in school suspensions during the 2011-2012 school year.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were no out of school suspension during 2010 - 2011 school year	There will be no out of school suspensions during the 2011-2012 school year.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
There were no out of school suspension during the 2009-2010 school year.	There were no out of school suspension during the 2010-2011 school year.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School

Zero (0)			Zero (0)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are labeled EBD and have a history of extreme disruptive behavior in school settings	Phase Level System Alternative to Suspension program Counseling Services Small group and individualized instruction	Dr. Weiss Mr. Ramirez Ms. Waskowski	Suspension Rates	Infinite campus (IC)

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
During preplanning our no suspension policy is explained to the faculty. Out of school suspensions are not given to students at A. Quinn Jones or Character Counts.	K-12	Dr. Weiss, Principal Dean Ramirez Joanne Wasykowski, CRT , Counselor Peter Huber	All faculty	Preplanning and teachers receive policy and procedure reviews throughout the school year.	Student services meeting are held weekly	Dr. Weiss

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students who can not ride the school bus due to the frequency and severity of dangerous behaviors are transported by the school van.	School Van	Federal Funds	\$2,000.00
Subtotal:			\$2,000.00
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
inservice bus drivers about			

strategies to work with EBD students	Transportation Dept.	District	\$150.00
			Subtotal: \$150.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,150.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

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

1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	According to Infinite Campus 4% of AQJ students were reported to have dropped out of School during the 2011-12 school year.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
4% dropped out of during the 2011-12 school year.	2% is the expected dropout rate
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
Two students graduated from AQJ during the 2011-12 school year.	Four 12th graders are enrolled this year.

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	All students have an EBD classification. 90% of our students qualify for free and reduced lunch Four of five (80%) of our students are registered in special diploma classes	Phase Level System No Suspension Policy Every student has an IEP. Accommodations are made to promote school attendance	Dean Ramirez Dr. Weiss Brenda Ferguson Scott Zofnas	Dropout Rate Transcripts Test Scores Attendance Rates Phase Level System	infinite Campus reports FCAT Scores Behavior Progress Records IEPs

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
Teachers receive in-service during preplanning identifying and working with high risk students	6-12 - all subjects	Peter Huber, Counselor Dean Robin Ramirez Joanne Wasykowski, BRT	Middle and High School teachers	Preplanning Meeting with parents of high risk students throughout the school year.	Infinite Campus student reports	Dr. Weiss

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students identified as high-risk for droppingout of schoolby age and number of credits.	Career Preparation Program	District	\$70,000.00
School reward program (PALS, Wildcat of the Week, fishing trips, award ceremonies) designed to encourage good attendance	School	District	\$0.00
			Subtotal: \$70,000.00
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
Middle and High school teachers receive inservice from BRT and Dean on keeping track of attendance for high risk students	Dsitric	District	\$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: \$70,000.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	To increase parent involvement

2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
A. Quinn Jones/Character Counts Centers sponsored 13 parent activities during the 2011-12 school year. Parent participation ranged from 2 to 40 parents depending on the activity.		We plan to provide the same number of activities during the 2012-13 school year. We want to increase parent participation particularly at SAC meetings and Title 1 activities by 10%			
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	95% or more of our parents are classified as low SES. They are challenged by transportation and work issues.	<p>Provide parents with techniques as to how to improve student achievement.</p> <p>Develop activities where parents can see the progress their child has made in academic skills, vocational skills and the fine arts.</p> <p>Provide meals at meetings</p> <p>Set meetings at convenient times for parents</p> <p>Provide materials for parents to use at home supplied from the Title I Parent Involvement Center</p>	<p>Dr. L. Weiss</p> <p>Ms. Brenda Ferguson</p>	Attendance at Meetings	Attendance Logs

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<p>Review Title I Parent Involvement Plan with faculty</p> <p>FIVE STAR SCHOOL</p> <p>Discuss topics for monthly SAC meetings that would interest parents</p>	K-12	<p>Dr. Weiss, Principal</p> <p>Ms. Britton, CRT</p> <p>Mr. Zofnas, CIMS</p> <p>Ms. Stephenson, Media Specialist</p> <p>Mr. Huber, Counselor</p>	Parents & Teachers	Monthly Meetings	Parent attendance @ meetings	Dr. Weiss

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Parent Involvement night meetings (Topics, Title I Tutoring, Counseling services, media services/equipment and book checkout) Dinner is served.	PALS Vista Grant	PALS Grant	\$1,500.00
			Subtotal: \$1,500.00
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
Working with parents to develop positive home/school relationships	Preplanning	School	\$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: \$1,500.00

End of Parent Involvement Goal(s)

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM		Our STEM goal is to apply math and science theory real world applications.			
STEM Goal #1:					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	All students are identified as EBD. 90% of the students are on free and reduced lunch and have limited access to computers	Cross curricular teaching in science and math Using hands on activities that have application to science and math. Gardening projects enhance students understanding of biology and math concepts Math & science journals Garden project to enhance science and math application in the	Ms Pegg Mr. Kavanaugh Ms. Pegg Mr. Dukes	Students will be evaluated on their progress throughout the school year	On Track test scores Math probes FCAT teacher observation

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
Teachers will receive professional development to increase student performance in science and math. CRISS strategies, executive functioning curriculum integration & Kagan will be employed. Lesson Study	6-12	Dr. Weiss	Ms. Pegg Mr. Kavanaugh Mr. Dukes	Workshops are beingheld throughout the school year	Observations by Dr. Weiss in line with Professional Development Plan	Dr. Weiss
Mr. Huber, Mr. Dukes and University Florida Counseling have inserviced teachers on the gardening projects	Elementary & High School students	Mr. Dukes & Mr. Huber	Teachers in Elementary & High School	Inservice throughout school year	Observations by Dr. Weiss	Dr. Weiss

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Students in elementary and high school program will apply math & science skills to the garden project by learning how to plant and harvest food crops	Gardens - 45X120 plot and a 30X40 foot plot	Foundation for Success Grant - Career Preparation	\$600.00
			Subtotal: \$600.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Computer Microscope that Attaches to Computer	School	School Operrating Budget	\$250.00
			Subtotal: \$250.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Working with University of Florida Science Partnership	Partnership with University of Florida	School	\$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: \$850.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
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						

CTE Budget:

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

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

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Before school Tutoring	Title I Grant	Title I AQJ	\$1,330.00
Reading	During School Tutoring	Title I Grant	Title I AQJ	\$24,986.00
Reading	Before School Tutoring	Title I Grant	Title I CC	\$5,258.00
Reading	During School Tutoring	Title I Grant	Title I CC	\$16,924.00
Mathematics	Number World Two to one tutoring	Title I funds	Title I	\$24,000.00
Science	Student hands on Labs	School	Operating Budget	\$300.00
Attendance	Phase Level System	School	Operating Budget	\$800.00
Attendance	School van to transport students who are too disruptive on the bus.	Federal Funds	IDEA Budget	\$2,000.00
Attendance	PALS & Wildcat of the Week to promote good attendance and behavior	Business Partners	No cost to district	\$0.00
Attendance	Alternative to Suspension Classroom Equipmeent	District	Operating Budget	\$1,000.00
Attendance	Backpack Club to provide food and hygienic itemsto students managed by our school counselor	Community Involvement	No cost to district	\$0.00
Attendance	Career Preparation Program in food crops (Salaries for teacher and assistant and materials	District	Dsitrict and Grants	\$700.00
Suspension	Students who can not ride the school bus due to the frequency and severity of dnagerous behaviors are transported by the school van.	School Van	Federal Funds	\$2,000.00
Dropout Prevention	Students identified as high-risk for droppingout of schoolby age and number of credits.	Career Preparation Program	District	\$70,000.00
Dropout Prevention	School reward program (PALS, Wildcat of the Week, fishing trips, award ceremonies) designed to encourage good attendance	School	District	\$0.00
Parent Involvement	Parent Involvement night meetings (Topics, Title I Tutoring, Counseling services, media services/equipment and book checkout) Dinner is served.	PALS Vista Grant	PALS Grant	\$1,500.00
STEM	Students in elementary and high school program will apply math & science skills to the garden project by learning how to plant and harvest food crops	Gardens - 45X120 plot and a 30X40 foot plot	Foundation for Success Grant - Career Preparation	\$600.00
				Subtotal: \$151,398.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Alachua County Instructional Improvement System (ACIIS)	Race to teh Top Grant	District Resources	\$0.00

Mathematics	Florida Intervention - Part of Core Curriculum	District Funds	District	\$0.00
Science	Computer Based Microscope	School Budget	Operating Budget Funds	\$250.00
STEM	Computer Microscope that Attaches to Computer	School	School Operating Budget	\$250.00
				Subtotal: \$500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	District inservice for teachers to improve reading instruction throughout the school year	District Funding	District	\$0.00
Reading	Inservice CIMS Coordinator	Title I AQJ	Title I Grant	\$24,986.00
Reading	Inservice CIMS Coordinator	Title I CC	Title I Grant	\$16,924.00
Mathematics	Workshops sponsored by the district to improve teaching strategies	CREATE - Substitute teachers are paid by district funds	District	\$0.00
Science	Partnership with University of Florida Professors	University of Florida	University of Florida	\$0.00
Suspension	inservice bus drivers about strategies to work with EBD students	Transportation Dept.	District	\$150.00
Dropout Prevention	Middle and High school teachers receive inservice from BRT and Dean on keeping track of attendance for high risk students	District	District	\$0.00
Parent Involvement	Working with parents to develop positive home/school relationships	Preplanning	School	\$0.00
STEM	Working with University of Florida Science Partnership	Partnership with University of Florida	School	\$0.00
				Subtotal: \$42,060.00
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: \$193,958.00				

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 10/2/2012)

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
Dinner & supplies for parent involvement activiites	\$400.00

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

For the 2012-13 school year the AQJ/CC SAC assisted the principal and teachers in developing our School Improvement Plan. The SAC also worked with the principal on the following school initiatives which this year includes, a) implementation of a seven period day so that reading can be taught to most students in the morning b) Career Preparation for high school students c) parent support group, d) parent involvement activities, school & Title I budget.

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