

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Pam Stewart, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: KEY WEST DETENTION CENTER

District Name: Monroe

Principal: Melanie Stefanowicz

SAC Chair: NA

Superintendent: Mark Porter

Date of School Board Approval: Pending

Last Modified on: 12/10/2012

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)
		Modified Educational Leadership from the Florida State University; Masters in the Art of Teaching from Notre Dame University; Bachelor of Arts in			2011-2012 Report Card - Grade Pending 2010-2011 Florida Report Card-B Reading Mastery: 63% Math Mastery: 83% Science Mastery: 44% Writing Mastery: 84% AYP: 90% 2009-2010 Grade Pending Reading mastery: 55%, Math mastery: 79%, Writing mastery: 86%, Science mastery: 42%, AYP: White, Hispanic, Economically disadvantaged, and students with disabilities were students who did not make AYP in reading. AYP: Hispanic, Economically disadvantaged, and students with disabilities are students who did not make AYP in math. 2008-2009 Grade C: Reading Mastery: 56%, Math Mastery: 78%, Writing Mastery:

Principal	Melanie Stefanowicz	Communications from Goucher College; Bachelor of Arts in Theatre from Goucher College. Certificate Areas: Educational Leadership K-12 English/Language Arts 6-12 ESE K-12 ESOL K-12	.5	.5	89%, Science Mastery: 39%, AYP: 79%, White, Black, Hispanic, and SWD did not make AYP in reading; Hispanic and Economically Disadvantaged did not make AYP in math. 2007-2008: Grade B: Reading Mastery: 56%, Math Mastery: 78%, Writing Mastery: 77%, Science Mastery: 55%. AYP: 77%, Hispanic, Economically Disadvantaged and SWD did not make AYP in reading. Hispanic, Economically disadvantaged and SWD did not make AYP in math. 2006-2007: Grade B: Reading Mastery: 50% Math Mastery: 76%, Writing Mastery: 76%, Science Mastery: 48%. AYP: 79%, Hispanic and Economically disadvantaged did not make AYP in reading. All subgroups made AYP in math. 2005-2006: Grade C: Reading Mastery: 47%, Math Mastery: 70%, Writing Mastery: 82%. AYP: 67%: Hispanic, Economically Disadvantaged, and SWD did not make AYP in reading.
-----------	---------------------	---	----	----	---

INSTRUCTIONAL COACHES

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

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Layne Goldman	Juris Doctorate, BA, FL Teaching Certification: Reading Endorsement, ESOL Endorsement, Integrated Middle School, Social Sciences 6-12	2	3	8 out of 9 of eligible KCA students graduated with their cohort SY 11/12. JJEEP (Juvenile Justice Education Enhancement Program) Exemplary status on State QA Review for 5 consecutive years.

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	Ongoing Professional Development will be provided to support transitioning.	Principal	Ongoing	
2	Candidates will be screened and interviewed based on their application submitted in the PATS system	Principal	Ongoing	
3	Participation in district New & Beginning Teacher Program	Principal	Ongoing	

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
--	---

NA

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
1	0.0%(0)	100.0%(1)	0.0%(0)	0.0%(0)	100.0%(1)	100.0%(1)	100.0%(1)	0.0%(0)	100.0%(1)

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
None	NA	NA	NA

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

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

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The school principal, lead teacher, ESE staffing specialist, and transition specialist comprise the RtI/MTSS leadership team.

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 RtI approach is an integral component of the DJJ school's successful strategies implemented to make learning gains for the struggling student population. Each student develops an individualized learning plan and sets weekly goals in support of academic and behavioral gains. Staff is assigned a caseload of students for whom they are primarily responsible in regard to academic success and they meet weekly with those students to monitor and strategize. The DJJ staff also holds weekly student case management meetings to review outcomes and plan strategies for individual students as a cohesive group. Coaching for both academics and counseling is on-going.

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 Leadership Team also functions as the case management team. Due to the small number of students at this alternative education site, the group data is not statistically significant. The entire focus is analyzing SIP data on an individual basis and to focus intervention(s) on individual students. The SIP is implemented in an integrated model since the teachers and staff plan and process as a student-focused team.

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.

The Performance Matters management system is being utilized to review both FCAT and benchmark assessment data respectively. FAIR, STAR, HAMAT Reading, math and writing data is provided through the PMRN. There is a behavior management system in place and data is recorded daily, reviewed weekly. DJJ students set weekly academic and behavioral goals and meet individually with assigned staff to monitor progress and adjust strategies.

Describe the plan to train staff on MTSS.

Current staff has been previously trained in both MTSS and RtI.

Describe the plan to support MTSS.

The MTSS/RtI approach is an integral component of the strategies implemented to make learning gains and recover credit for the struggling student population. Each student develops an individualized academic plan and sets weekly goals in support of academic and behavioral goals. Staff is assigned a caseload of students for whom they are primarily responsible in regard to academic success and they meet weekly with those students to monitor and strategize using the performance data available. The DJJ staff also holds weekly student case management meetings to review outcomes and plan strategies for individual students. Coaching for both academics and counseling is on-going.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Melanie Stefanowicz - Principal
Layne Goldman - Reading Coach/Lead Teacher
Rebecca Provost - ESE Staffing Specialist

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

The LLT functions as the instructional faculty of the school and reading is integrated into every subject area. The instructional faculty meets every other week and specifically addresses reading assessment data, both formal and informal. Instructional planning is thematic and strategies are collectively employed.

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

The major initiatives of LLT for this school year include
- focusing on vocabulary development in all subject areas
- reading novels relevant to and motivational for adolescent students

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Reading is integrated into every subject area. The lead teacher obtains updated testing/reading data upon student intake and specifically addresses reading assessment data, both formal and informal. Reading goals are incorporated into individual student academic plans.

*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?

Instructional planning is thematic and strategies are collectively employed. Student engagement is a priority at the DJJ school so life application of knowledge is frequently utilized as a motivational factor.

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 DJJ student develops an academic plan which includes academic, behavioral, and career goals. With assistance from the Reading Coach, students gauge their completion status on requirements and develop schedules for the appropriate during their enrollment. Students enrolled in the DJJ school are generally transient and class registrations reflect student schedules created by their guidance counselors at the school they primarily attend.

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](#)

DJJ offers a guidance component that focuses on CHOICES in conjunction with specific lessons offered on college and career readiness.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Students typically attend this alternative site for 21 days or less.	Lead Teacher	Attendance is compulsory given the unique circumstances of this student population.	FAIR, STAR, FCAT, Progress Monitoring data.
2	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRIS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	Current reading ability.	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 9-12th graders as appropriate

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 9-12th graders as appropriate.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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 # NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less. 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 reading. Reading Goal #5B:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:

NA			NA		
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	NA	NA	NA	NA	NA

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
Response to Instruction/Intervention RtI Springboard Training AVID Strategies	6-12 core content subject areas and reading classes	District specialists, reading coach, principal	Lead Teacher	Thursday staff meetings, early release professional development days, and district PD offerings	Review of RtI data, PD follow-up activities, teacher-created lesson plans.	Principal

Reading Budget:

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

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:		NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.			
2012 Current Percent of Students Proficient in listening/speaking:					
NA					
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	NA	NA	NA	NA	NA

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

Middle School Mathematics Goals

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

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

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Students typically attend this alternative site for 21 days or less.	Lead Teacher	Attendance is compulsory given the unique circumstances of this student population.	FAIR, STAR, FCAT, Progress Monitoring data.
2	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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
	Current reading ability.	FCAT Practice and tutoring, school-wide reading initiative using	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and	STAR, HAMAT, FCAT, FAIR, and Progress

1	Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	CWTs. Teacher observation of student progress and grades	Monitoring, PSAT for 6-12th graders as appropriate.
---	--	--	---

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 9-12th graders as appropriate

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

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

			Monitoring	Strategy	
1	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 9-12th graders as appropriate.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less. 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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA
---	----	----	----	----	----

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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 #					
	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.					
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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
--	--	--	-----------	-----------------	--

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Students typically attend this alternative site for 21 days or less.	Lead Teacher	Attendance is compulsory given the unique circumstances of this student population.	FAIR, STAR, FCAT, Progress Monitoring data.
2	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 9-12th graders as appropriate

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Students typically attend this alternative site for 21 days or less.	Lead Teacher	Attendance is compulsory given the unique circumstances of this student population.	FAIR, STAR, FCAT, Progress Monitoring data.
2	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and	Lead Teacher	Analysis of collected data from FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

	provide differentiated instruction.		
--	-------------------------------------	--	--

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 9-12th graders as appropriate

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
Response to Instruction / Intervention	High School / Algebra 1 and Geometry	District RtI Coach	Lead Teacher	Thursday staff meetings	Review student RtI Data Charts	Principal

Mathematics 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 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:		NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:		NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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:		NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
NA		NA		
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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		
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	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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:

NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.

2012 Current Level of Performance:			2013 Expected Level of Performance:		
NA			NA		

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	Current reading ability.	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from STAR, HAMAT, FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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
Response to Instruction / Intervention	10th grade Biology	District RtI Coach	Lead Teacher	Thursday staff meetings	Review student RtI Data Charts	Principal

Science 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 Science Goals

Writing Goals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

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

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

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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
Response to Instruction / Intervention	8th and 10th grade English/Language Arts	District curriculum supervisor, reading coach, principal	Lead Teacher	Thursday staff meetings, Springboard trainings, early release professional development days.	Review of performance data, RtI data charts, formative and summative assessments.	Principal

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Students typically attend this alternative site for 21 days or less.	Lead Teacher	Attendance is compulsory given the unique circumstances of this student population.	FAIR, STAR, FCAT, Progress Monitoring data.
2	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
NA	NA			
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
Response to Instruction / Intervention	8th grade social studies	District curriculum supervisor, reading coach, principal	Lead Teacher	Thursday staff meetings, Springboard trainings, early release professional development days.	Review of performance data, Rtl data charts, formative and summative assessments.	Principal

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

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student Attendance	Students typically attend this alternative site for 21 days or less.	Lead Teacher	Attendance is compulsory given the unique circumstances of this student population.	FAIR, STAR, FCAT, Progress Monitoring data.
2	Current reading ability	FCAT Practice and tutoring, school-wide reading initiative using Cornell Notes and annotated reading strategies, and FCAT passages school-wide to expose students to high level, complex materials. Also, use of targeted differentiated and CRISS strategies across content areas to raise student achievement and provide differentiated instruction.	Lead Teacher	Analysis of collected data from FAIR, progress monitoring, and CWTs. Teacher observation of student progress and grades.	STAR, HAMAT, FCAT, FAIR, and Progress Monitoring, PSAT for 6-12th graders as appropriate.

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
--	--

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

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
Response to Instruction / Intervention	11th grade social studies	District curriculum supervisor, reading coach, principal	Lead Teacher	Thursday staff meetings, Springboard trainings, early release professional development days.	Review of performance data, RtI data charts, formative and summative assessments.	Principal

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.				
2012 Current Attendance Rate:	2013 Expected Attendance Rate:				
NA	NA				
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
NA	NA				
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
NA	NA				
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	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

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

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

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:	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.				
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions				
NA	NA				
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School				
NA	NA				
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
NA	NA				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
NA	NA				
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	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

Suspension Budget:

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

End of Suspension Goal(s)

Dropout Prevention Goal(s)

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

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
NA	NA
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
NA	NA

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	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

Dropout Prevention Budget:

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

1. Parent Involvement

Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.				
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:				
NA	NA				
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	NA	NA	NA	NA	NA

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
NA	NA	NA	NA	NA	NA	NA

Parent Involvement Budget:

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

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

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

Based on the analysis of school data, identify and define areas in need of improvement:					
1. STEM STEM Goal #1:			NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
Response to Instruction / Intervention	6-12 science, math, technology	District curriculum supervisors	Lead Teacher	Thursday staff meetings, early release PD days	Review of performance data	District curriculum supervisors

STEM Budget:

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

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:			NA - students attending the school at the Juvenile Justice Center are transient since they are enrolled for 21 days or less.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

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
CHOICES	6th - 12th grade	Guidance Counselor	Lead Teacher	Thursday staff meetings and PD days	Review of student interest data	Principal

CTE Budget:

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

Subtotal: \$0.00

Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

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

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
--	--------------------------------	----------------------------------	-----------------------------

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 12/10/2012)

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.

No. Disagree with the above statement.

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

This school is located in a secure detention center requiring proper credentials to gain access. There is no School Advisory Council at this time; however, the principal does participate in the 16th Judicial Circuit Juvenile Justice Board as well as the Monroe County Community Alliance. The purpose of these committees is to strengthen community support for its youth and provide meaningful opportunities for diversion from the court system.

Describe projected use of SAC funds	Amount
-------------------------------------	--------

No data submitted

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

This committee has been established, has had two meetings to date and has monthly meetings scheduled over the course of the school year. Committee members work to provide strategies to deter students from the types of activities that provide for their placement at the DJJ school.

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