FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lake Academy	District Name: Lake
Principal: Rudolph Rolle	Superintendent: Susan Moxley, Ed.D.
SAC Chair: Mr. Bruce Duncan	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
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.

ame	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades FCAT/statewide assessment Achievement Levels, learn lowest 25%), and AMO progress, along with the associ year)
udolph Rolle	MS, Administration and Management of Educational Programs; Nova Southeastern University BS, Business Administration with minor of Economics; Bethel College	5	3	No school grade given for the Academy's. (LA-Eustis a Leesburg) 2011-2012, collectively the Academy showed that 42% students attended had learning gains, in which 97% of a attending Lake Academy are classified as "lowest 25%"
Willie Benjamin	BS ,MS , Ed S , Ed. D Guidance , P. E., Sch. Principal /all levels /	3	25	2011-2012 LA-Eustis has dropped the number of restra 70%. Student attendance is up by 93% and students are remarkable learning gains for both reading and math.
Chad Chieffallo	Masters in Education in Supervision and Administration Temporary in Social Sciences/ESE	5	3	2011-2012 school achieved an 85% reduction in the nu restraints. 2011-Current – Working Doctorate in Educational Lead emphasis in Curriculum and Instruction.

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 ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School G FCAT/Statewide Assessment Achievement Levels Gains, Lowest 25%), and AMO progress along wit associated school year)

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Boast of our strengths by ensuring all candidates understand the population which we deal with and their specific need for help.	Mr. Rolle	On-going
2. Continue to keep pace with LCSB on pay scale.	Mr. Rolle and Ms. Boldrey	On-going
3.		
4.		

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*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

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]).

	% 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	
	.1%	75%	19%	.1	44%	19%	0	0	

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.

	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activi
tt	Ms. Harrison	Ms. Harrison is a first year teacher	Teacher orientation to syst policies, procedures and p Teacher will be exposed to Board standards, District C Map and RUC2-Ready ini
rdner	NA	NA	NA

Additional Requirements

***Coordination and Integration*-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
chool-based MTSS leadership team. r. Chieffallo, Mr. Benjamin, Ms. Geiger, Ms. Burch and Ms. Boldrey
the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/c ? When there are conferences about students, behaviors, etc. a meeting is held with Mr. Rolle to determine the schools course of intervention(s). Based on be determined that RtI, FBA-BIP and or Social Work interventions are necessary depending on the issues that are presented. If part of the transition proc e school will be informed of the Academy's meeting to be held and are encouraged to participate.
role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI prob d in developing and implementing the SIP? Different sections of the SIP are given to each member or the team and are discussed in a group setting. The i or processes are then recorded and documented as part of School Improvement Plan.
MTSS Implementation
data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Scholastic Math/Reader, PMRN, FAIR
plan to train staff on MTSS. w the district initiative, plan and timeline that has been set initiated by Dr. Moxley and staff.
plan to support MTSS. w the district initiative, plan and timeline that has been set initiated by Dr. Moxley and staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
chool-based Literacy Leadership Team (LLT).
the school-based LLT functions (e.g., meeting processes and roles/functions).
the major initiatives of the LLT this year?

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

We provide a 90 minute block for reading in all classrooms daily. Along with the reading block, all students hav technology that will help them to achieve the desired reading level for their individual plans. Tolls such as FCA just a few of the tools we use to help students in reading in the classroom.

High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

Vocational skills are developed under the supervision of our vocational teacher and feedback is provided to them. During interviews ,job search skills , interview skills , and resume development.

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?

All students complete the EPEP and Career Clusters in eighth grade and during high school these career planning is revie counselor.

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.

Throughout the year the school targets particular areas of interest and has visitors come in to discuss their careers. Students are also pr taught of possible careers that can use the skills they are learning. Explanation of the requirements for vocational coursework is revie real world. With differentiated instruction, students are provided hands-on activities such as promoting a product using PowerPoint to they are learning.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

eading Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and ding Questions," identify and define nprovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
tudents scoring at vel 3 in reading.			1. A.1 There is a high student mobility rate at the school. Many of the students enroll late in the year or our returned to zone school after a 45 day period.	1. A.1 1. Assess students upon arrival to the school and provided intensive reading during the time that they are at the school. 2. Guided instruction and independent reading will be combined with Successful Reader Tool during reading instructional time. 3. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	1. A.1 Principal, site administrator, lead teacher.	1. A.1. 1. Students will be tested periodically through FAIR testing and more frequently with scholastic reading inventory. 2. Successful Reader data will be evaluated and analyzed by teachers to determine progress. 3. Formative assessments through questioning, guided instruction, and feedback will also be used to determine progress. 4. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	1. A.1 1. Scholas 2.FAIR tes Based Mea 3. Success and Tools. 4. Hooked Assessmen
A: dents CAT 19% 2 to n	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	19%(22) of student reached level 3 in reading.	*30%(35) of students will reach level 3 in reading.*					
			1. A.2 Many students arrive reading three or more levels below their grade level.	1. A.2 1. Assess students upon arrival to the school and provided intensive reading during the time that they are at the school. 2. Guided instruction and independent reading will be combined with Successful Reader Tool during reading instructional time. 3. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	1. A.2 Principal, site administrator, lead teacher.	1. A.2 1. Students will be tested periodically through FAIR testing and more frequently with scholastic reading inventory. 2. Successful Reader data will be evaluated and analyzed by teachers to determine progress. 3. Formative assessments through questioning, guided instruction, and feedback will also be used to determine progress. 4. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	1. A.2 1. Scholas 2.FAIR tes Based Mea 3. Success and Tools 4. Hooked Assessmen
			1. A. 3 Students come from economically disadvantaged homes where parents did not graduate high school and do not put a high priority on reading	1. A. 3 1. Assess students upon arrival to the school and provided intensive reading during the time that they are at the school. 2. Guided instruction and independent reading will be combined with Successful Reader Tool during reading instructional time. 3. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance. 4. Have parent nights and	1. A. 3 Principal, site administrator, lead teacher.	1. A. 3 1. Students will be tested periodically through FAIR testing and more frequently with scholastic reading inventory. 2. Successful Reader data will be evaluated and analyzed by teachers to determine progress. 3. Formative assessments through questioning, guided instruction, and feedback will also be used to determine progress. 4. Hooked on Phonics will be	1. A. 3 1. Scholas 2.FAIR tes Based Mea 3. Success and Tools 4. Hooked Assessmen

			encourage parents to come in during class time to work with the students.		used with students needing phonetics awareness and more intensive assistance. 5. Have parents 'night and have them get connected with outside resources for reading. Encourage reading in the home.	
rnate Assessment: Students 4, 5, and 6 in reading. 3: *e* 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	E
tudents scoring at or above els 4 in reading.			2. A.1 There is a high student mobility rate at the school. Many of the students enroll late in the year or our returned to zone school after a 45 day period.	2. A.1 1. Assess students upon arrival to the school and provided intensive reading during the time that they are at the school. 2. Guided instruction and independent reading will be combined with Successful Reader Tool during reading instructional time. 3. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	2. A.1 Principal, site administrator, lead teacher.	2. A.1. 1. Students will be tested periodically through FAIR testing and more frequently with scholastic reading inventory. 2. Successful Reader data will be evaluated and analyzed by teachers to determine progress. 3. Formative assessments through questioning, guided instruction, and feedback will also be used to determine progress. 4. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	2. A.1 1. Scholas 2.FAIR te Based Me 3. Succes and Tools 4. Hooke Assessme
: ents g will n 3.	2012 Current Level of Performance:* *3% (4) of students reached level 4 in reading.*	2013 Expected Level of Performance:* *8% (11) students will reach level four in reading.*					
			2. A.2 Behavioral problems disrupt the educational process and prevent students from developing their reading.	2. A.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	2. A.2 Principal, site administrator, lead clinician and behavior analyst.	2. A.2 1. Staff will collected behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	2. A.2 1. Scholas 2.FAIR te Based Me 3. Succes and Tools 4. Forma conducte curriculu
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
nate Assessment: Students ve Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
: *e goal*	2012 Current Level of Performance:* ***Enter numerical data for current level of performance in this box.***	2013 Expected Level of Performance:* ***Enter numerical data for expected level of performance in this box.***					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

ysis of student achievement data and ding Questions," identify and define nprovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ercentage of students making reading.							
A: dents will 2012	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3. A.1 There is a high student mobility rate at the school. Many of the students enroll late in the year or our returned to zone school after a 45 day period.	3. A.1 1. Assess students upon arrival to the school and provided intensive reading during the time that they are at the school. 2. Guided instruction and independent reading will be combined with Successful Reader Tool during reading instructional time. 3. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	3. A.1 Principal, site administrator, lead teacher.	3. A.1 1. Students will be tested periodically through FAIR testing and more frequently with scholastic reading inventory. 2. Successful Reader data will be evaluated and analyzed by teachers to determine progress. 3. Formative assessments through questioning, guided instruction, and feedback will also be used to determine progress. 4. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	3. A.1 1. Scholas 2.FAIR tes Based Mea 3. Succes and Tools. 4. Hooked Assessmer
	42% of students made learning gains in reading.	*52% of students will make learning gains in reading.*					
			3. A.2 Behavioral problems disrupt the educational process and prevent students from developing their reading.	3. A.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3. A.2 Principal, site administrator, lead clinician and behavior analyst.	3. A.2 1. Staff will collected behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3. A.2 1. Scholas 2.FAIR tes Based Mea 3. Succes and Tools. 4. Format conducted curriculum
			3. A.2 Students come from economically disadvantaged homes where parents did not graduate high school and do not put a high priority on reading	3. A.2 1. Assess students upon arrival to the school and provided intensive reading during the time that they are at the school. 2. Guided instruction and independent reading will be combined with Successful Reader Tool during reading instructional time. 3. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance. 4. Have parent nights and encourage parents to come in during class time to work with the students.	3. A.2 Principal, site administrator, lead teacher.	3. A.2 1. Students will be tested periodically through FAIR testing and more frequently with scholastic reading inventory. 2. Successful Reader data will be evaluated and analyzed by teachers to determine progress. 3. Formative assessments through questioning, guided instruction, and feedback will also be used to determine progress. 4. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance. 5. Have parents 'night and have them get connected with outside resources for reading. Encourage reading in the home.	3. A.2 1. Scholas 2.FAIR tes Based Mea 3. Succes and Tools 4. Hooked Assessmer
rnate Assessment: Percentage ng learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.

3:	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

ysis of student achievement data and ding Questions," identify and define nprovement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ercentage of students in ing learning gains in reading. A: dents king crease to 2012 Current Level of Performance:* *13% (5) of students in the lowest 25% made learning gains.* 2013 Expected Level of Performance:* *20% (24) students in the lowest 25% will make learning gains.*	4. A.1 There is a high student mobility rate at the school. Many of the students enroll late in the year or our returned to zone school after a 45 day period.	4. A.1 1. Assess students upon arrival to the school and provided intensive reading during the time that they are at the school. 2. Guided instruction and independent reading will be combined with Successful Reader Tool during reading instructional time. 3. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	4. A.1 Principal, site administrator, lead teacher.	4. A.1 1. Students will be tested periodically through FAIR testing and more frequently with scholastic reading inventory. 2. Successful Reader data will be evaluated and analyzed by teachers to determine progress. 3. Formative assessments through questioning, guided instruction, and feedback will also be used to determine progress. 4. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance.	4. A.1 1. Scholas 2.FAIR tes Based Mea 3. Succes and Tools. 4. Hooked Assessmer
	4. A.2 Behavioral problems disrupt the educational process and prevent students from developing their reading.	4. A.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	4. A.2 Principal, site administrator, lead clinician and behavior analyst.	4. A.2 1. Staff will collected behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	4. A.2 1. Scholas 2.FAIR tes Based Mea 3. Succes and Tools. 4. Format conducted curriculum
	4. A.3 Students come from economically disadvantaged homes where parents did not graduate high school and do not put a high priority on reading	4. A.3 1. Assess students upon arrival to the school and provided intensive reading during the time that they are at the school. 2. Guided instruction and independent reading will be combined with Successful Reader Tool during reading instructional time. 3. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance. 4. Have parent nights and encourage parents to come in during class time to work with the students.	4. A.3 Principal, site administrator, lead teacher.	4. A.3 1. Students will be tested periodically through FAIR testing and more frequently with scholastic reading inventory. 2. Successful Reader data will be evaluated and analyzed by teachers to determine progress. 3. Formative assessments through questioning, guided instruction, and feedback will also be used to determine progress. 4. Hooked on Phonics will be used with students needing phonetics awareness and more intensive assistance. 5. Have parents 'night and have them get connected with outside resources for reading. Encourage reading in the home.	4. A.3 1. Scholas 2.FAIR tes Based Mea 3. Succes and Tools 4. Hooked Assessmer
rnate Assessment: Percentage west 25% making learning	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.

3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

s but achievable Annual Measurable s), identify reading and mathematics e target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-20
e nt	**Baseline data 2010-2011**	**NA**	**17**	**25**	**33**	**42**
A:						

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
groups by ethnicity (White, Asian, American Indian) **not ory progress in reading.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
guage Learners (ELL) not ory progress in reading. C: 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
h Disabilities (SWD) not ory progress in reading. D: 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
y Disadvantaged students not ory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

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

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

ic us	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 Posit for Mo

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Implementation of new scholastic reader inventory	Reading software	Lake Academy
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

ELLA Goals	Problem-Solving Process to Increase Language Acquisition				
nglish and understand spoken English manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng proficient in g.	1.1.	1.1.	1.1.	1.1.	1.1.
2012 Current Percent of Students Proficient in Listening/Speaking: *Enter numerical data for current level of performance in this box.*					
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.
de-level text in English in a manner r to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.
2012 Current Percent of Students Proficient in Reading: *Enter numerical data for current level of performance in this box.*					
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

English at grade level in a manner ar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng proficient in writing. 2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
	2.2.	2.2.	2.2.	2.2.	2.2.
	2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of CELLA Goals

Elementary School Mathematics Goals

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

ry Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
tudents scoring at vel 3 in mathematics.			1A.1. The students arrive at the school with learning deficits that interfere with their ability to learn.	1A.1. 1. Teachers will provide intensive instruction on mathematical concepts on a daily basis. 2. Students will complete 20 minutes of IXl.com work per day to address deficits. 3. Review of basic mathematics facts incorporated in the Curriculum Base Measures will be conducted 2-3 times per week. 4. Destination software will provide supplemental instruction in deficit areas 2-3 times per week.	1A.1. 1. Lead Teacher 2. Site Administrator 3. Administrator	1A.1. 1. Formative Assessments will be conducted within each lesson to determine mastery of concepts and problematic areas: verbal responses, cooperative learning, guided instruction, group responses (using Neo2). 2. Data from IXL.com responses and CBM activities will be reviewed upon completion to determine progress and proficiency.	1A.1. 1. IXL show conte 2. Form • • • • 3. Desti certif maste 4. Scho
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
dents ease 2012 in	*0% of students achieved level 3 in mathematics*	*30% (5) students will achieve level 3 in mathematics.*					
			1A.2. High transient rate leaves minimal time to address mathematics deficits.	1A.2. 1. Teachers will provide intensive instruction on mathematical concepts on a daily basis. 2. Students will complete 20 minutes of IXl.com work per day to address deficits. 3. Review of basic mathematics facts incorporated in the Curriculum Base Measures will be conducted 2-3 times per week. 4. Destination software will provide supplemental instruction in deficit areas 2-3 times per week	1A.2. 1. Lead Teacher 2. Site Administrator 3. Administrator	1A.2. 1. Formative Assessments will be conducted within each lesson to determine mastery of concepts and problematic areas: verbal responses, cooperative learning, guided instruction, group responses (using Neo2). 2. Data from IXL.com responses and CBM activities will be reviewed upon completion to determine progress and proficiency.	1A.2. 1. IXL. show conte 2. Form • • • • 3. Desti certif maste 4. Scho
			1A.3. Students have severe behavioral difficulties and mental health issues that interfere with academic progress.	1. A.3 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	1. A.3 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	1. A.3 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	1.A.3 1. IXL.c show conte 2. Behavi 3. Form • • • • 4. Desti certif maste 5. Scho

rnate Assessment: Students 4, 5, and 6 in mathematics.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Elementary School Mathematics Goals

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

ry Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
tudents scoring at vel 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
rnate Assessment: Students 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
tudents scoring at or above vels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
dents	*0% of students achieved level 4 in mathematics.*	*11% (2) students will achieve level 4 in mathematics*					
ease % (2)			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
rnate Assessment: Students ve Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
e	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ercentage of students making mathematics.			3A.1. The students arrive at the school with learning deficits that interfere with their ability to learn.	3A.1. 1. Teachers will provide intensive instruction on mathematical concepts on a daily basis. 2. Students will complete 20 minutes of IXl.com work per day to address deficits. 3. Review of basic mathematics facts incorporated in the Curriculum Base Measures will be conducted 2-3 times per week. 4. Destination software will provide supplemental instruction in deficit areas 2-3 times per week.	3A.1. 1. Lead Teacher 2. Site Administrator 3. Administrator	3A.1. 1. Formative Assessments will be conducted within each lesson to determine mastery of concepts and problematic areas: verbal responses, cooperative learning, guided instruction, group responses (using Neo2). 2. Data from IXL.com responses and CBM activities will be reviewed upon completion to determine progress and proficiency.	3A.1. 1. IXL show cont 2. Forn 3. Dest certi mast 4. Scho
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
dents in ease to	***33% (3) students made learning gains in mathematics.***	***50% (5) students will make learning gains in mathematics.***					
			3A.2. High transient rate leaves minimal time to address mathematics deficits.	3A.2. 1. Teachers will provide intensive instruction on mathematical concepts on a daily basis. 2. Students will complete 20 minutes of IXl.com work per day to address deficits. 3. Review of basic mathematics facts incorporated in the Curriculum Base Measures will be conducted 2-3 times per week. 4. Destination software will provide supplemental instruction in deficit areas 2-3 times per week	3A.2. 1. Lead Teacher 2. Site Administrator 3. Administrator	3A.2. 1. Formative Assessments will be conducted within each lesson to determine mastery of concepts and problematic areas: verbal responses, cooperative learning, guided instruction, group responses (using Neo2). 2. Data from IXL.com responses and CBM activities will be reviewed upon completion to determine progress and proficiency.	3A.2. 5. IXL. show conte 6. Form 7. Desti certif maste 8. Scho
			3A.3 Students have severe behavioral difficulties and mental health issues that interfere with academic progress.	3A.3 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3 A.3 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	3A.3 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3A.3 1. IXL.c show conte 3. Beha 4. Form 5. Desti certif maste 6. Scho
rnate Assessment: Percentage ng learning gains in			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.

l	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ercentage of students in ing learning gains in			4A.1. The students arrive at the school with learning deficits that interfere with their ability to learn.	4A.1. 1. Teachers will provide intensive instruction on mathematical concepts on a daily basis. 2. Students will complete 20 minutes of IXl.com work per day to address deficits. 3. Review of basic mathematics facts incorporated in the Curriculum Base Measures will be conducted 2-3 times per week. 4. Destination software will provide supplemental instruction in deficit areas 2-3 times per week.	4A.1. 1. Lead Teacher 2. Site Administrator 3. Administrator	4A.1. 1. Formative Assessments will be conducted within each lesson to determine mastery of concepts and problematic areas: verbal responses, cooperative learning, guided instruction, group responses (using Neo2). 2. Data from IXL.com responses and CBM activities will be reviewed upon completion to determine progress and proficiency.	4A.1. 1. IXL. show conte 2. Form • • • • 3. Desti certif maste 4. Scho
l *dents king crease o*	2012 Current Level of Performance:* ***20% (1) of the lowest 25% made learning gains in mathematics.***	2013 Expected Level of Performance:* ***60% (3) of the lowest 25% will make learning gains in mathematics.***					
			4A.2. High transient rate leaves minimal time to address mathematics deficits.	4A.2. 1. Teachers will provide intensive instruction on mathematical concepts on a daily basis. 2. Students will complete 20 minutes of IXl.com work per day to address deficits. 3. Review of basic mathematics facts incorporated in the Curriculum Base Measures will be conducted 2-3 times per week. 4. Destination software will provide supplemental instruction in deficit areas 2-3 times per week	4A.2. 1. Lead Teacher 2. Site Administrator 3. Administrator	4A.2. 1. Formative Assessments will be conducted within each lesson to determine mastery of concepts and problematic areas: verbal responses, cooperative learning, guided instruction, group responses (using Neo2). 2. Data from IXL.com responses and CBM activities will be reviewed upon completion to determine progress and proficiency.	4A.2. 1. IXL. show conte 2. 3. Form • • • • 4. Desti certif maste 5. Scho
			4A.3. Students have severe behavioral difficulties and mental health issues that interfere with academic progress.	4A.3 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	4A.3 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	4A.3 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	4A.3 1. IXL. show conte 2. Beha 3. Form • • • • 4. Desti certif maste 5. Scho
rnate Assessment: Percentage west 25% making learning atics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.

l *e*	2012 Current Level of Performance:* ***Enter numerical data for current level of performance in this box.***	2013 Expected Level of Performance:* ***Enter numerical data for expected level of performance in this box.***					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

s but achievable Annual Measurable s), identify reading and mathematics e target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-20
e t **Baseline data 2010-2011**					
l #5A: *e goal in this box.*					

ysis of student achievement data and g Questions," identify and define areas ement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
groups by ethnicity (White, Asian, American Indian) **not ory progress in mathematics.** l 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian: 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

ysis of student achievement data and g Questions," identify and define areas vement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
guage Learners (ELL) not ory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
l 2012 Current Level of Performance:* / *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* / *Enter numerical data for expected level of performance in this box.*	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

ysis of student achievement data and g Questions," identify and define areas vement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
h Disabilities (SWD) not ory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
l 2012 Current Level of Performance:* / *Enter numerical data for current level of performance in this box.* / 2013 Expected Level of Performance:* / *Enter numerical data for expected level of performance in this box.*	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

ysis of student achievement data and g Questions," identify and define areas vement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
y Disadvantaged students not ory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
e	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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]).

ool Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
tudents scoring at vel 3 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1A.1. There is a high transient rate at the school that results in limited time to improve mathematics scores.	1A.1. 1. Teachers will provide focused lessons with big ideas concepts and guided instruction to assist students in learning. 2. Students will complete 30 minutes of IXL.com math 2-3 times per week to address deficits. 3. Destination Software will be used as supplemental materials.	1A.1. 1. Lead Teacher 2. Site Administrator 3. Administrator	1A.1. 1. Formative assessments will be built into guided instruction, collaborative teams, and individual assignments through courses and year. 2. IXL will be reviewed to determine progress in targeted areas. 3. Destination Software data will be analyzed for progress and instructional modifications.	1A.1. 1. Scho 2. Form a) b) c) d) 3. IXL. 4. Desti
l dents ease o 30%	*8% (3)of students reached level 3 in mathematics..*	*30% (11) students will achieve level 3 in mathematics.*	1A.2. Students arrive at the school deficit in skills by 3-4 years.	1A.1. 1. Teachers will provide focused lessons with big ideas concepts and guided instruction to assist students in learning. 2. Students will complete 30 minutes of IXL.com math 2-3 times per week to address deficits. 3. Destination Software will be used as supplemental materials.	1A.1. 1. Lead Teacher 2. Site Administrator 3. Administrator	1A.1. 1. Formative assessments will be built into guided instruction, collaborative teams, and individual assignments through courses and year. 2. IXL will be reviewed to determine progress in targeted areas. 3. Destination Software data will be analyzed for progress and instructional modifications.	1A.1. 1. Scho 2. Form a) b) c) d) e) IXL. f) Desti
			1A.3. Students exhibited severe behavioral issues that interfere with the ability to learn.	4A.3 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	4A.3 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	4A.3 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	4A.3 1. IXL. show conte 2. Beha 3. Form a) b) c) d) e) Desti certif maste f) Scho
rnate Assessment: Students 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.

l *e*	2012 Current Level of Performance:* ***Enter numerical data for current level of performance in this box.***	2013 Expected Level of Performance:* ***Enter numerical data for expected level of performance in this box.***					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
tudents scoring at or above vels 4 and 5 in mathematics.			2A.1. There is a high transient rate at the school that results in limited time to improve mathematics scores.	2A.1. 1. Teachers will provide focused lessons with big ideas concepts and guided instruction to assist students in learning. 2. Students will complete 30 minutes of IXL.com math 2-3 times per week to address deficits. 3. Destination Software will be used as supplemental materials.	2A.1. 1. Lead Teacher 2. Site Administrator 3. Administrator	2A.1. 1. Formative assessments will be built into guided instruction, collaborative teams, and individual assignments through courses and year. 2. IXL will be reviewed to determine progress in targeted areas. 3. Destination Software data will be analyzed for progress and instructional modifications.	2A.1. 1. Sch Inv 2. For a) b) c) d) 3. IXL 4. Des
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
dents ease % (4)	*0% of student achieved level 4 in mathematics.*	*10% (4) students will achieve level 4 in mathematics.*					
			2A.2. Students arrive at the school deficit in skills by 3-4 years.	2A.2. 1. Teachers will provide focused lessons with big ideas concepts and guided instruction to assist students in learning. 2. Students will complete 30 minutes of IXL.com math 2-3 times per week to address deficits. 3. Destination Software will be used as supplemental materials.	2A.2. 1. Lead Teacher 2. Site Administrator 3. Administrator	2A.2. 1. Formative assessments will be built into guided instruction, collaborative teams, and individual assignments through courses and year. 2. IXL will be reviewed to determine progress in targeted areas. 3. Destination Software data will be analyzed for progress and instructional modifications.	2A.2. 1. Scho 2. Form a) C b) V c) I d) C 3. IXL. 4. Desti
			2A.3. Students exhibited severe behavioral issues that interfere with the ability to learn.	2A.3 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	2A.3 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	2A.3 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	2A.3 1. IXL. show conte 2. Beha 3. Form a) b) c) d) 4. Desti certif maste 5. Scho
rnate Assessment: Students ve Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
e	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*					

		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ercentage of students making mathematics.			3A.1. There is a high transient rate at the school that results in limited time to improve mathematics scores.	3A.1. 1. Teachers will provide focused lessons with big ideas concepts and guided instruction to assist students in learning. 2. Students will complete 30 minutes of IXL.com math 2-3 times per week to address deficits. 3. Destination Software will be used as supplemental materials.	3A.1. 1. Lead Teacher 2. Site Administrator 3. Administrator	3A.1. 1. Formative assessments will be built into guided instruction, collaborative teams, and individual assignments through courses and year. 2. IXL will be reviewed to determine progress in targeted areas. 3. Destination Software data will be analyzed for progress and instructional modifications.	3A.1. 1 Scho 2 Form a) b) c) d) 3. IXL 4. Des
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
dents in ease to	*21% (8) of student made learning gains in mathematics.*	*35% (13) students will make learning gains in mathematics.*					
			3A.2. Students arrive at the school deficit in skills by 3-4 years.	3A.2. 1. Teachers will provide focused lessons with big ideas concepts and guided instruction to assist students in learning. 2. Students will complete 30 minutes of IXL.com math 2-3 times per week to address deficits. 3. Destination Software will be used as supplemental materials.	3A.2. 1. Lead Teacher 2. Site Administrator 3. Administrator	3A.2. 1. Formative assessments will be built into guided instruction, collaborative teams, and individual assignments through courses and year. 2. IXL will be reviewed to determine progress in targeted areas. 3. Destination Software data will be analyzed for progress and instructional modifications.	3A.2. 1. Scho 2. Form a) b) c) d) 3. IXL. 4. Desti
			3A.3. Students exhibited severe behavioral issues that interfere with the ability to learn.	3A.3 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3A.3 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	3A.3 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3A.3 1. IXL. show conte 2. Beha 3 Form e) f) g) h) 4 Desti certif maste 5 Scho
rnate Assessment: Percentage ng learning gains in			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
e	***Enter numerical data for current level of performance in this box.***	***Enter numerical data for expected level of performance in this box.***					

			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ercentage of students in ing learning gains in			4A.1. There is a high transient rate at the school that results in limited time to improve mathematics scores.	4A.1. 1. Teachers will provide focused lessons with big ideas concepts and guided instruction to assist students in learning. 2. Students will complete 30 minutes of IXL.com math 2-3 times per week to address deficits. 3. Destination Software will be used as supplemental materials.	4A.1. 1. Lead Teacher 2. Site Administrator 3. Administrator	4A.1. 1. Formative assessments will be built into guided instruction, collaborative teams, and individual assignments through courses and year. 2. IXL will be reviewed to determine progress in targeted areas. 3. Destination Software data will be analyzed for progress and instructional modifications.	4A.1. 1. Scho 2. Form a) b) c) d) 3. IXL. 4. Desti
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
dents king ease % (5)	*0% of students in the lowest 25% made learning gains.*	*50% (5) students in the lowest 25% will make learning gains in mathematics.*					
			4A.2. Students arrive at the school deficit in skills by 3-4 years.	4A.2. 1. Teachers will provide focused lessons with big ideas concepts and guided instruction to assist students in learning. 2. Students will complete 30 minutes of IXL.com math 2-3 times per week to address deficits. 3. Destination Software will be used as supplemental materials.	4A.2. 1. Lead Teacher 2. Site Administrator 3. Administrator	4A.2. 1. Formative assessments will be built into guided instruction, collaborative teams, and individual assignments through courses and year. 2. IXL will be reviewed to determine progress in targeted areas. 3. Destination Software data will be analyzed for progress and instructional modifications.	4A.2. 1. Scho 2. Form a) b) c) d) 3. IXL. 4. Desti
			4A.3. Students exhibited severe behavioral issues that interfere with the ability to learn.	4A.3 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	4A.3 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	4A.3 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	4A.3 1. IXL. show conte 2. Beha 3. Form a) b) c) d) 4. Desti certif maste 5. Scho
rnate Assessment: Percentage west 25% making learning atics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
ested	*NA*	*NA*					

		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

s but achievable Annual Measurable s), identify reading and mathematics e target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-20
e t	**Baseline data 2010-2011**					
l #5A: *e goal in this box.*						
ysis of student achievement data and g Questions," identify and define areas rement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
groups by ethnicity (White, Asian, American Indian) **not ory progress in mathematics.**		5B.1. White: Black: Hispanic: Asian: American Indian: Students exhibited severe behavioral issues that interfere with the ability to learn.	5B.1. 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	5B.1. 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	5B.1. 1. Staff will collect data on behaviors and performance to see if strategies are effective. 2. Staff will collect work samples. 3. Staff will gauge pre and post assessment data.	5B.1. 1.Student 2.Behavio
l *will* *% in* *a was*	2012 Current Level of Performance:* White:NA Black:6% Hispanic:NA Asian:NA American Indian:NA	2013 Expected Level of Performance:* White:NA Black:10% Hispanic:NA Asian:NA American Indian:NA				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

ysis of student achievement data and g Questions," identify and define areas vement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
guage Learners (ELL) not ory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
l / o — 2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
NA / *NA*					
	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

ysis of student achievement data and g Questions," identify and define areas vement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
h Disabilities (SWD) not ory progress in mathematics.	5D.1. 1. Student behaviors 2. Student Attendance	5D.1. 1. Continue to provide Positive Behavioral Supports for students with disabilities. 2. Continue to monitor attendance at school.	5D.1. 1. Teachers 2. Guidance Counselor 3. Site Administrators 4. Administrator	5D.1. 1. Staff will collect data on behaviors and performance to see if strategies are effective. 3. Staff will collect work samples. 4. Staff will gauge pre and post assessment data.	5D.1. 1. 2.
l / Not / at / ease / dents — 2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
NA-LA-E 9%-LA-L / *NA-LA-E 10%-LA-L*					
	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

ysis of student achievement data and g Questions," identify and define areas vement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
y Disadvantaged students not ory progress in mathematics.			5E.1. 1. Student Behaviors 2. Attendance	5E.1. 1. Continue to provide Positive Behavioral Supports 2. Continue to strictly monitor attendance for all students 3. Continue to focus on standards where determined students were failing	5E.1. 1. Administrator 2. Site Administrators	5E.1. 1. Staff will look at post data numbers to determine effectiveness.	5E.1. 1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

ol Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ate Assessment: **Students 4, 5, and 6 in mathematics.**			1.1.	1.1.	1.1.	1.1.	1.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
ysis of student achievement data and g Questions," identify and define areas ovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ate Assessment: **Students ve Level 7 in mathematics.**			2.1.	2.1.	2.1.	2.1.	2.1.
l #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ate Assessment: Percentage of learning gains in	3.1.	3.1.	3.1.	3.1.	3.1.
l #3: 2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
NA / *NA*					
	3.2.	3.2.	3.2.	3.2.	3.2.
	3.3.	3.3.	3.3.	3.3.	3.3.

ysis of student achievement data and g Questions," identify and define areas ovement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ate Assessment: Percentage of t 25% making learning gains	4.1.	4.1.	4.1.	4.1.	4.1.
l #4: 2012 Current Level of Performance:* / 2013 Expected Level of Performance:*					
Enter numerical data for current level of performance in this box. / *Enter numerical data for expected level of performance in this box.*					
	4.2.	4.2.	4.2.	4.2.	4.2.
	4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

ra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
sis of student achievement data and ding Questions," identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at Achievement Level 3 in			1.1. Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts.	1.1. a. Staff will teach and incorporate calculator use within the classroom. b. Concepts will be differentiated to the learning styles of the students. c. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. d. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	1.1. Principal, site administrator and lead teacher.	1.1. 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	1.1. 1. Scho 2. IXL. 3. Form a) b) c) d) 4. Week
1: dents ne 012	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% of students reached level 3 on the Algebra 1 EOC in 2012	***50% [4] will reach level 3 on Algebra 1 EOC in 2013***					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
sis of student achievement data and ding Questions," identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at or above Achievement Algebra 1.			2.1. Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts.	2.1. 1. Staff will teach and incorporate calculator use within the classroom. 2. Concepts will be differentiated to the learning styles of the students. 3. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 4. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	2.1. Principal, site administrator and lead teacher.	2.1. 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	2.1. 1. Scho 2. IXL. 3. Form a) b) c) d) 4. Week
dents on ill 012	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% of students achieved level 4 or 5 on the Algebra 1 EOC in2012	***25% [1] of students will achieve level 4 or 5 on the Algebra 1 EOC in 2013.***					
			2.2 Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Algebra 1 concepts	1.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports	1.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	1.2 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and	1.2 1. IXL. show conte 2. Beha

			(PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.		information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3. Form a) b) c) d) 4. Scho
		2.3.	2.3.	2.3.	2.3.	2.3.

hievable Annual Measurable fy reading and mathematics or the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
Baseline data 2010-2011 *ebra I EOC will increase* *% in 2017.*	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Algebra I EOC will increase from 10% to 20%.	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Algebra I EOC will increase from 20% to 25%.	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Algebra I EOC will increase from 25% to 30%	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Algebra I EOC will increase from 30% to 35%.	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Algebra I EOC will increase from 35% to 40%	T tr st th th st ar w sc ye nu st w A w fr 5(
udent achievement data and stions," identify and define t for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation	
by ethnicity (White, American Indian) **not ogress in Algebra 1.** 012 Current evel of erformance:* hite: 0% lack: 0% ispanic: N/A sian: N/A merican dian: N/A 2013 Expected Level of Performance:* White: 20% Black: 20% Hispanic: 20% Asian: 20% American Indian: 20%	3B.1 Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts. *Anticipated barriers are the same for all subgroups.	3B.1 1. Staff will teach and incorporate calculator use within the classroom. 2. Concepts will be differentiated to the learning styles of the students. 3. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 4. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	3B.1. Principal, site administrator and lead teacher.	3B.1 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	3B.1. 1. Scholastic M 2. IXL.com 3. Formative As a) Guided b) Verbal c) Daily P d) Collabo 4. Weekly revie	
	3B.2. Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Algebra 1 concepts	3B.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3B.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	3B.2 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3B.2 1. IXL.com cer showing mas content and p 2. Behavioral G 3. Formative As a) Guided b) Verbal c) Daily P d) Collabo 4. Scholastic M	
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
guage Learners (ELL) not ory progress in Algebra 1. 3C: 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
	3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
h Disabilities (SWD) not ory progress in Algebra 1. 3D: 2012 Current Level of Performance:* ***0% of students reached level 3 on the Algebra 1 EOC in 2012*** 2013 Expected Level of Performance:* ***50% [4] will reach level 3 on Algebra 1 EOC in 2013***	3D.1. Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts.	3D.1. 1. Staff will teach and incorporate calculator use within the classroom. 2. Concepts will be differentiated to the learning styles of the students. 3. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 4. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	3D.1. 1. Principal, 2. Site Administrator 3. Lead Teacher.	3D.1. 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	3D.1. 1. Scho 2. IXL. 3. Form a) b) c) d) 4. Week
	3D.2. Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Algebra 1 concepts	3D.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3D.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	3D.2 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3D.2 1. IXL. show conte 2. Beha 3. Form a) b) c) d) 4. Scho
	3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
y Disadvantaged students not ory progress in Algebra 1.			3E.1. Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts.	3E.1. 1. Staff will teach and incorporate calculator use within the classroom. 2. Concepts will be differentiated to the learning styles of the students. 3. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 4. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	3E.1. 1. Principal, 2. Site Administrator 3. Lead Teacher.	3E.1. 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	3E.1. 1. Scho 2. IXL. 3. Form a) b) c) d) 4. Week
3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
s will 012 to	***0% of students reached level 3 on the Algebra 1 EOC in 2012***	***50% [4] will reach level 3 on Algebra 1 EOC in 2013***					
			3E.2. Students have limited parental support for additional practice to be given at home.	3E.2. 1. Staff will assist students through one on one and group instruction in the classroom. 2. Students will be provided review work to take home so that they may support and master foundational skills. 3. Parents' nights will include resource via literature or appearances by community-based supports.	3E.2. 1. Principal, 2. Site Administrator 3. Lead Teacher.	3E.2. 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks	3E.2. 1. Scho 2. IXL. 3. Form 4. Guid 5. Verb 6. Daily 7. Colla 8. Week
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

etry EOC Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and ding Questions," identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at Achievement Level 3 in			1.1. Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts.	1.1. 1. Staff will teach and incorporate calculator use within the classroom. 2. Concepts will be differentiated to the learning styles of the students. 3. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 4. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	1.1. 1. Principal, 2. Site Administrator 3. Lead Teacher.	1.1. 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	1.1. 1. Scho 2. IXL. 3. Form a) b) c) d) 4. Wee
1: dents e 012	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% of students achieved level 3 on Geometry EOC	***20% of students will achieve level 3 on the Geometry EOC***					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
ysis of student achievement data and ding Questions," identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at or above Achievement Geometry.			2.1. Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts.	2.1. 1. Staff will teach and incorporate calculator use within the classroom. 2. Concepts will be differentiated to the learning styles of the students. 3. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 4. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	2.1. 1. Principal, 2. Site Administrator 3. Lead Teacher.	2.1. 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	2.1. 1. Scho 2. IXL. 3. Form a) b) c) d) 4. Wee
2: dents 5 on ll 012	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% of students achieved level 4 and 5 on the Geometry EOC.	*10% of students will achieve level 4 and 5 on the Geometry EOC*					
			2.2. Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Algebra 1 concepts	2.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports	2.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	2.2 1. Staff will collect behavioral data on the points earned by students on a daily basis.	2.2 1. IXL. show conte 2. Beha

			(PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.		2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3. Form a) b) c) d) 4. Scho
		2.3.	2.3.	2.3.	2.3.	2.3.

Annual Measurable ng and mathematics llowing years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
e data 2011-2012 ***e Geometry EOC will 017.***	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 0% to 10%.	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 10% to 15%.	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 20% to 25%	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 25% to 30%.	There is a high transient of students and this will affec number of students that are tested within the school. T year the number of student will pass the Geometry EO will increase from 30% to

hievement data and identify and define following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
nicity (White, can Indian) **not** **in Geometry.** ent / nce:* / 2013 Expected Level of Performance:* A / White:10% Black: 10% N/A / Hispanic: 10% A / Asian: 10% American A / Indian: 10%	3B.1 Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts. *Anticipated barriers are the same for all subgroups.	3B.1 1. Staff will teach and incorporate calculator use within the classroom. 2. Concepts will be differentiated to the learning styles of the students. 3. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 4. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	3B.1. Principal, site administrator and lead teacher.	3B.1 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	3B.1. 1. Scholastic Math Inve 2. IXL.com 3. Formative Assessmer a) Guided Instructi b) Verbal Feedbac c) Daily Practice d) Collaborative G 4. Weekly review quiz
	3B.2. Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Algebra 1 concepts	3B.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3B.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	3B.2 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3B.2 1. IXL.com certificates showing mastery in content and practice. 2. Behavioral Graphs 3. Formative Assessmer a) Guided Instructi b) Verbal Feedbac c) Daily Practice d) Collaborative G 4. Scholastic Math Inve
	3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
guage Learners (ELL) not ory progress in Geometry. 3C: *n this dly n.* 2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* 2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
	3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
h Disabilities (SWD) not ory progress in Geometry. 3D: lents will 012 2012 Current Level of Performance:* *0% of students made satisfactory progress in Geometry* 2013 Expected Level of Performance:* *10% will make satisfactory progress in Geometry*	3D.1. Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts.	3D.1. 5. Staff will teach and incorporate calculator use within the classroom. 6. Concepts will be differentiated to the learning styles of the students. 7. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 8. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	3D.1. 4. Principal, 5. Site Administrator 6. Lead Teacher.	3D.1. 4. Staff will conduct formative assessments during the guided instruction in the classroom. 5. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 6. Staff will administer scholastic math inventory at least once per 9 weeks.	3D.1. 5. Scho 6. IXL. 7. Form e) f) g) h) 8. Wee
	3D.2. Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Algebra 1 concepts	3D.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3D.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	3D.2 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3D.2 1. IXL. show conte 2. Beha 3. Form a) b) c) d) 4. Scho
	3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

ysis of student achievement data and ding Questions," identify and define rovement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
y Disadvantaged students not ory progress in Geometry. 3E: 2012 Current Level of Performance:* / 2013 Expected Level of Performance:* lents / will 012 *0% of students made satisfactory progress in Geometry* / *10% of students will make satisfactory progress in Geometry*	3D.1. Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts.	3D.1. 9. Staff will teach and incorporate calculator use within the classroom. 10. Concepts will be differentiated to the learning styles of the students. 11. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 12. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	3D.1. 7. Principal, 8. Site Administrator 9. Lead Teacher.	3D.1. 7. Staff will conduct formative assessments during the guided instruction in the classroom. 8. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 9. Staff will administer scholastic math inventory at least once per 9 weeks.	3D.1. 9. Scho 10. IXL. 11. Form i) j) k) l) 12. Wee
	3D.2. Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Algebra 1 concepts	3D.2 5. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 6. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 7. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 8. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3D.2 5. Lead Behavioral Tech 6. Lead Teacher 7. Site Administrator 8. Administrator	3D.2 5. Staff will collect behavioral data on the points earned by students on a daily basis. 6. Staff will collect data and information on behaviors leading to points not being earned. 7. Graphs will used to determine progress on behaviors and level system. 8. Increase percentage of on-task behaviors will be used as a measure of success.	3D.2 5. IXL. show conte 6. Beha 7. Form e) f) g) h) 8. Scho
	3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

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

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

ic us	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 Posit for Mo

Mathematics Budget (Insert rows as needed)

ool-based funded activities/materials and exclude district funded activities /materials.			
Program(s)/Materials(s)			
	Description of Resources	Funding Source	Amount
	Description of Resources	Funding Source	Amount
oftware from Schoolastic	Reading and Math Inventory	Lake Academy	$3750.00
velopment			
	Description of Resources	Funding Source	Amount
	Description of Resources	Funding Source	Amount

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]).

y and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and ding Questions," identify and define nprovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
tudents scoring at vel 3 in science.			1A.1. Students have reading deficits that interfere with their ability understand science concepts.	1A.1. 1. Teachers will integrate science concepts into intensive reading and independent reading times. 2. Vocabulary wall will include scientific concepts. 3. Application of the concept with by promoted through visual demonstration and assigned projects. 4. Focused lessons, guided instruction, and collaboration will be used in the classroom to promote understanding and increase reading/vocabulary.	1A.1. 1. Principal 2. Site Administrator 3. Lead Teacher	1A.1. 1. Teacher will conduct formative assessments during guided instruction in the classroom. 2. Quizzes will be given to students on the vocabulary. 3. Projects will allow teachers to see if students can apply concepts.	1A.1. 1. Form 2. Oral on vo conc 3. Rubr proje
: dents CAT rom 2013.	2012 Current Level of Performance:* ***0% of students achieved a level 3 in 2012***	2013 Expected Level of Performance:* ***30% [6] of student will achieve level 3 in Science in 2013.***					
			2.2 Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Science concepts	2.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	2.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	2.2 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	2.2 1. Rubr proje 2. Beha 3. Form a) b) c) d) 4. Oral
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
rnate Assessment: Students 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
exam her	*NA*	*NA*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

ysis of student achievement data and ding Questions," identify and define nprovement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
tudents scoring at or above vels 4 and 5 in science. 2012 Current Level of Performance:* / 2013Expected Level of Performance:* ***0% of students achieved level 4 or 5 in the FCAT science in 2012*** / ***20% [4] students will achieve level 4 or 5 in the FCAT Science in 2013***	2A.1. Students have reading deficits that interfere with their ability understand science concepts.	1A.1. 1. Teachers will integrate science concepts into intensive reading and independent reading times. 2. Vocabulary wall will include scientific concepts. 3. Application of the concept with by promoted through visual demonstration and assigned projects. 4. Focused lessons, guided instruction, and collaboration will be used in the classroom to promote understanding and increase reading/vocabulary.	1A.1. 1. Principal 2. Site Administrator 3. Lead Teacher	1A.1. 1. Teacher will conduct formative assessments during guided instruction in the classroom. 2. Quizzes will be given to students on the vocabulary. 3. Projects will allow teachers to see if students can apply concepts.	1A.1. 1. Form 2. Oral on vo conc 3. Rubr proje
	2A.2. Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Science concepts	2A.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	2A.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	2A.2 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	2A.2 1. Rubr proje 2. Beha 3. Form 4. Guid 5. Verb 6. Daily 7. Colla 8. Oral
	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
rnate Assessment: Students ve Level 7 in science. 2012 Current Level of Performance:* / 2013Expected Level of Performance:* ***100% [2] achieved FAA Level 7 or above in 2012*** / ***100% [2] will achieve FAA level 7 or above in 2013***	2B.1. Students exhibit behavioral/mental health issues that interfere with their ability to remain focus and retain Science concepts	2B.1. 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff is trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped. 5. Length of assignments will be modified so that students do not have to stay focused as	2B.1. 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	2B.1. 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success. 5. Students will be asked to identify key terms in class and to demonstrate application of science terms.	2B.1. 1. Beha 2. Form a) b) c) 3. Obse activ

				long. 6. Manipulative will be used to assist individuals with remaining active and focused.			
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

hool Science Goals			Problem-Solving Process to Increase Student Achievement				
sis of student achievement data and ling Questions," identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ate Assessment: **Students 4, 5, and 6 in science.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1.	1.1.	1.1.	1.1.	1.1.
	NA	*NA*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
sis of student achievement data, and ling Questions", identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ate Assessment: **Students ve Level 7 in science.**	2012 Current Level of Performance:*	2013Expected Level of Performance:*	2.1.	2.1.	2.1.	2.1.	2.1.
	NA	*NA*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

gy 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
sis of student achievement data and ling Questions," identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at Achievement Level 3 in	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1.	1.1.	1.1.	1.1.	1.1.
1:	*NA*	*NA*					

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
ysis of student achievement data and ding Questions," identify and define nprovement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at or above Achievement Biology 1.		2.1.	2.1.	2.1.	2.1.	2.1.
2:	2012 Current Level of Performance:* / *NA*	2013 Expected Level of Performance:* / *NA*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

Science Professional Development

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

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source
Obtain visual models for students to use in classroom	Globes, Skeletons, Magnifying Glasses, Microscopes etc.	Lake Academy

End of Science Goals

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and Questions," identify and define areas in vement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ents scoring at Achievement gher in writing.			1A.1. There is a high transient rate for students and they arrive with limited vocabulary, punctuation, and sentence structure skills.	1A.1. 1. Staff will have students complete a short writing assignment at the beginning of class. 2. Staff will construct sentences and have students find the errors with capitalize, punctuation, and grammar. 3. Staff will provide feedback to written assignment.	1A.1. 1. Principal 2. Site Administrator 3. Lead Teacher	1A.1. 1. Formative assessments will be conducted on the written assignments where feedback will be given. 2. Collaborative reviews will be conducted by peers using rubrics for feedback. 3. Sample work will be reviewed to determine progress.	1A.1. 1. Rubr 2. Form Work 3. Peer
: dents gher ill in 013..	2012 Current Level of Performance:* ***32% [6] students achieved level 3 or higher on the FCAT Writes in 2012***	2013 Expected Level of Performance:* ***53% [10] students will achieve level 3 or higher on the FCAT Writes in 2013***	1A.2. Students speak using inappropriate/ improper language and write in the same manner.	1A.2. 1. Students will listen to appropriate spoken language in speeches and dialogue that will be integrated into all subjects. 2. Students will be required to complete and given speeches and presentations using proper grammar and punctuation. 3. Students will practice appropriate dialogue with other students.	1A.2. 1. Principal 2. Site Administrator 3. Lead Teacher	1A.2. 1. Teachers will complete rubrics on presentations to determine areas for improvement 2. Teachers will listen to dialogue and provide feedback to students. 3. Other students will use rubric to rate classmates.	1A.2. 1. 2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
rnate Assessment: Students gher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
: pleted	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

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

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Implement the use of NEO's and Kineos in the classroom to foster writing.	Technology writing tools to assist students in reading and writing.	Title I
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of Writing Goals

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

ics EOC Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and ding Questions," identify and define nprovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at Achievement Level 3 in			1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
ysis of student achievement data and ding Questions," identify and define nprovement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at or above Achievement Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

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						

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
NA		
Technology		
Strategy	Description of Resources	Funding Source
NA		
Professional Development		
Strategy	Description of Resources	Funding Source
NA		
Other		
Strategy	Description of Resources	Funding Source
NA		

End of Civics Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

istory EOC Goals			Problem-Solving Process to Increase Student Achievement				
ysis of student achievement data and ding Questions," identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at Achievement Level 3 in			1.1.	1.1.	1.1.	1.1.	1.1.
l #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
ysis of student achievement data and ding Questions," identify and define provement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
ng at or above Achievement U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
#2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	*NA*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of U.S. History Goals

Attendance Goal(s)

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

ndance Goal(s)			Problem-solving Process to Increase Attendance				
is of attendance data and reference to ," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
#1: y rom 09)	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	1.1. Parent and or guardian cooperation in getting student enrolled when scheduled. -Zone schools must remove students from Lake Academy roll in timely manner, after students return to zone. -Legal status of student is not being communicated in a timely manner when students are being processed into a Juvenile placement	1.1.Continue to make daily phone calls to parents and guardians for assistance with student truancy. We will also work closely with schools Social Workers on students who have been identified as High Risk students.	1.1.Assistant Principals	1.1.Track attendance numbers on weekly basis.	1.1Raw Da
	93% daily attendance rate	*95%*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	15 students	*11students*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	NA	*NA*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Attendance Professional Development

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
Small group meetings on potential High Risk Students	1-12	Principal	Principal, Assistant Principals, Teachers and Social Worker	At least once per nine-week period	Once per nine-week period	Principal and Assistant Principals

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Implement School Store as part of Positive Behavioral Support (PBS) initiative to foster improved attendance.	Purchased Merchandise from area merchandisers.	Lake Academy
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrea			
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	P
1. Suspension			1.1. Students in ADP have been suspended from zone school for violence and other severe acts.	1.1. PBS was put in place this year along with increasing the number of referrals to community-based services. 1.2. School will also use RTI based interventions as strategies for student 1.3. Use BCBA's to help with interventions for high risk students.	1.1. Site Administrator Administrator	1.1. S the sit to prev
Suspension Goal #1: **The number of students suspended in school will decrease from 8% (18) to 5% over the next year.** **The number of students in the alternative disciplinary program (ADP) suspended out of school will decrease from 14 to 8 over the next year.**	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	18 in school suspensions were issued.	*There will be 11 ISS issued during the school year.*				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	8% (18) students received ISS during the school year.	*5% of students (11) will receive ISS.*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	There were 33 out of school suspension issued during the school year.	*There will be 8 out of school suspension issued in ADP.*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	NA	*NA*				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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
Suspensions	6-8	Principal/District Staff	School-Wide	Once Per Nine-Weeks	Track the number of suspensions	Site Administrators

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Implement Positive Behavioral Support (PBS) and revamping the Level System	Positive Behavioral Support Program	Lake Academy Funding
BCBA Intervention	Board Certified Behavioral Analyst	Lake Academy Funding
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Have district and outside professionals provide training to Lake Academy staff for students with behavioral issues.	MA Level counselors and therapists	Lake Academy
Other		
Strategy	Description of Resources	Funding Source

End of Suspension Goals

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 next to the percentage (e.g. 70% (35)).

Dropout Prevention Goal(s)			Problem-solving Process to Dropo			
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	P
1. Dropout Prevention			1.1. A high percentage of students are ESE and increase expectations of standardized tests will keep students from wanting to stay in school.	1.1. 1. Promote staying in school by offering alternatives to meet graduation requirements. 2. Work with zone schools to have students complete or make-up credits. 3. Prepare students through differentiated instruction to complete required course work and testing.	1.1 1. Principal 2. Site Administrator	1.1. 1. 2.
Dropout Prevention Goal #1: **The number of students that drop out will decrease from 5% (11) students to 2% (5) students over the next school year.**	2012 Current Dropout Rate:* *5%(11) of students dropped out.* 2012 Current Graduation Rate:* *NA*	2013 Expected Dropout Rate:* *2%(5) of students will drop out.* 2013 Expected Graduation Rate:* *NA*				
			1.1. Increased graduation requirements for entering ninth graders leading to the removal of the special diploma.	1.1. Students will work on FCAT Prep, and will have intensive math and reading along with regular curriculum to prepare them from graduation requirements.	1.1. Site administrator, administrative assistant, and teachers.	1.1. D and tra
			1.2. Influence of negative role models in the students communities.	1.2. Will hold Parents' Night to address issues with the parents. Will have guess speakers to come in to speak about drugs and criminal activities.	1.2. Administrator and site administrator	1.2. throug

Dropout Prevention Professional Development

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
Dropout Prevention	6-12	Community Based Organization	School Wide	Bi-Annually	Track the number of Dropouts each year.	Principal/Site Administrators

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
LEAPS Lessons	Educating students on consequences	Lake Academy
PSR Counseling Lessons	Educating students on consequences	Lake Academy
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Paren			
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	P
1. Parent Involvement			1.1. Some parents live more than 30 minutes away from the school.	1.1. Offer incentives to the students for having their parents to come.	1.1. Site Administrator	1.1. I come
Parent Involvement Goal #1: **The rate of parents participating in the Parents' Night will increase from 20% to 30%.**	2012 Current Level of Parent Involvement:* *20% (45) of parents participated in the parents' night.*	2013 Expected Level of Parent Involvement:* *30%(68) parents will participate in the parents' night.*				
			1.2. Students do not notify parents of the Parents' Night.	1.2. Notifications will be sent out with the students and then by mail two weeks prior to the event. Teachers will call and invite parents the week of event.	1.2. Site Administrator	1.2. I arrive
			1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Increased information communication to parents. Ensure all staff is aware of student and parental needs to foster involvement.	Lake Academy Staff	Lake Academy
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase St			
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	P
STEM Goal #1: NA	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase St			
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	P
CTE Goal #1: NA	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase St			
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	P
1. Additional Goal			1.1. Staff and student buy-in to the initiative.	1.1. Model the changes that we would like to see in each student. Establish a set of global objective that all staff and students will practice daily; Safety, Responsibility and Respect.	1.1. All Staff	1.1. Raw D decrea
1. Additional Goal Additional Goal #1: Continue to implement an anti-bullying program by focusing on Positive Behavioral Supports and LEAPS lesson support.	2012	2013				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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
Positive Behavioral Supports	All	Principal & AP's	School Wide	Monthly	Track number of incidents on a daily basis to be presented at school staff meetings.	Principal, AP's and Administrative Assistant

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source
Technology		
Strategy	Description of Resources	Funding Source
Professional Development		
Strategy	Description of Resources	Funding Source
Other		
Strategy	Description of Resources	Funding Source

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
CELLA Budget
Mathematics Budget
Science Budget
Writing Budget
Civics Budget
U.S. History Budget
Attendance Budget
Suspension Budget
Dropout Prevention Budget
Parent Involvement Budget
STEM Budget
CTE Budget
Additional Goals

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

4. Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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.

X☐ Yes ☐ No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
Discuss the issues and barriers affecting our students; explore ways to best rectify these issues while assisting students, teachers and staff in improving student academic performance.

Describe the projected use of SAC funds.	Amount