Florida Department of Education



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School Improvement Plan (SIP) for Juvenile Justice Education Programs

2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Broward Detention Center	District Name: Broward
Principal: David Watkins	Superintendent: Robert W. Runcie
SAC Chair: R. Hudson & N. Lester	Date of School Board Approval:

Student Achievement Data:

Use data from the Common Assessment to complete reading and mathematics goals. Programs may include math data from the math assessment used in 2011–2012.

Administrators

List your school's on-site administrators who are responsible for educational services (e.g., principal, lead educator) 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 the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior common assessment data learning gains). The school may include AMO progress along with the associated school year.
Principal	David Watkins	Professional Certificate Educational Leadership K-12 and Social Sciences 5- 9 Ed.S. Educational Leadership M.A. Social Studies Education	9	10	 2010-2011 Grade: Thompson Academy is a DJJ school and, therefore, does not receive a school grade. Reading Learning Gains (BASI): 48% (35) Math Learning Gains (BASI): 58% (43) AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2009-2010 (Stranahan High School Reading Mastery: 43% Math Mastery: 74% Science Mastery: 37% Writing Mastery: 90% AYP: No Subgroups made AYP in Reading. No Subgroups made AYP in Math 2008-2009 Grade: Not Rated Reading Mastery: 10% Math Mastery: 25% Science Mastery: 0 % Writing Mastery: 68% AYP: No subgroups met AYP for Reading and Math.
Lead Educator	Sharon I. Grant	M.A. Educational Leadership (K-12) Guidance (K-12) English (6-12)	2	12	2010-2011 Grade: N/A 2009-2010 Grade: C (Piper) 08/09 performance- Piper HS grade was "C" with a score of 454. AYP status was NO- 72% of criteria met

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science.

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
			Years at	an	data learning gains). The school may include AMO progress
Area		Certification(s)	Current School		along with the associated school year.
				Instructional Coach	

Reading	Mary Shaw	Degrees:Bachelor of Sciencein ElementaryEducation; Mastersin ExceptionalStudent Education;Certifications:Early Childhood,ElementaryEducation,Exceptional StudentEducation,Exceptional StudentEducation,Exceptional StudentEducation,Exceptional StudentEducation,Gifted Endorsement,ESOL Endorsement,Reading (K-12)	12	7	2010-2011 Grade: Broward Detention Center is a DJJ school and, therefore, does not receive a school grade. Reading Learning Gains (BASI): 48% (35) Math Learning Gains (BASI): 58% (43) AYP: No subgroups met AYP for Reading. 2009-2010 Reading Mastery: 13% AYP: No subgroups met AYP for Reading. 2008-2009 Reading Mastery: 15% AYP: No subgroups met AYP for Reading. 2007-2008 Reading Mastery: 4% AYP: There were no subgroups that made AYP in Reading.
Math	Renee Hudson	Bachelor of Arts in Psychology; Masters in Curriculum and Instruction; Certified in Mathematic 5-9 and 6-12; Masters in Education Leadership	7	4	 2010-2011 Grade: Broward Detention Center is a DJJ school and, therefore, does not receive a school grade. Math Learning Gains (BASI): 58% (35) AYP: There were no subgroups that made AYP in Math 2009-2010 Grade: Not Rated Math Mastery: 19% AYP: There were no subgroups that made AYP in Math 2008-2009 Math Mastery: 25% AYP: There were no subgroups that made AYP in Math 2007-2008 Math Mastery: 6% AYP: There were no subgroups that made AYP in Math 2007-2008 Math Mastery: 6% AYP: There were no subgroups that made AYP in Math 2007-2008 Math Mastery: 6% AYP: There were no subgroups that made AYP in Math 2007-2008 Math Mastery: 6% AYP: There were no subgroups that made AYP in Math

Reading	Gladymir Veillard	Master of Science in	1	1	New to Thompson Academy.
Resource	-	Reading (K-12)			
Teacher					
		Bachelor of Science in			
		Elementary Education			
		(K-6) with ESOL			
		Endorsement			
		Certified English (6-12)			
Science	Lotoya	Bachelors of Arts in	1	1	New to Thompson Academy
		Marketing			
	Joseph-Brown	_			
		Masters of Science in			
		Science Education;			
		Certification: Science 5-9			
		and Mathematics 5-9			

Effective and Highly Effective Teachers

List your school's highly effective teachers and briefly describe their certification(s), number of years at the current school, number of years as a teacher, and their prior performance record with increasing student achievement at each school. Include the history of common assessment data learning gains. Programs may include math data from the math assessment used in 2011–2012. The school may include the history of AMO progress. *Highly effective teachers refers to teachers who provide instruction in core academic subjects, hold an acceptable bachelor's degree or higher, have a valid temporary or professional certificate, and whose students demonstrate learning gains via the common assessment, end of course exams, or any supplemental assessment the school uses.*

Subject	Name	Degree(s)/	Number of	Number of Years as	Prior Performance Record (include prior common assessment
			Years at	an	data learning gains). The school may include AMO progress
Area		Certification(s)	Current School		along with the associated school year.
				Instructional	
				Teacher	
	Susan Shechter	Elementary Education	13	24	NO PERFORMANCE DATA
Reading		(1-6)			
		ESOL endorsement			
		Reading Endorsement			

Math Research	David Dunn	Vocational Education	10	39	NO PERFORMANCE DATA
		Technology Education (6- 12)			
Math	Jean Hyppolite	Mathematics (5-9)	8	12	NO PERFORMANCE DATA
Research		Mathematics (6-12)			
		World Language- French (K -12)			
Math Research	Nancy Smith	English (6-12)	6	6	Returning to Broward Detention Center
Careers		Mathematics 6-12			
Reading	Stephen Fitzgerald	English 6-12)	6	27	NO PERFORMANCE DATA
Research		Reading endorsement			
		Middle grades endorsement			
		Esol endorsement			
English	Salicia Mahfouz	ESOL endorsement	10	15	NO PERFORMANCE DATA
Research		English 6-12			
		Geography 6-12			
Support	Carrie Palmer	Education: Masters in Exceptional Student	8	9.5	2 nd year at Broward Detention Center
Facilitator		Education			
		Gifted Endorsement -12			
		ESOL endorsement Reading Endorsement			

Effective and Highly Effective Teachers

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

	D D '11		
Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable
			(If not, please explain why)
1. New Educator Support System (NESS)	Joan Sternberg		There are no new teachers assigned to this
1. New Educator Support System (NESS)			school, however, should new teachers be
			assigned, they will participate in NESS.
2. Professional Study Days & Professional Learning Community	Sydney Culver	9/16/12, 10/14/12, 11/1/12, 12/	Sidney Culver
2		6/12, 1/10/13, 1/10/13, 2/21/13,	
		3/14/13, 4/4/13	
		,	
3. Small Team Learning Community	Shelly Reid/Mary Shaw	6/6/2012	
J. Sman Found Bounding Community	Shelly Relativity Shaw	0,0,2012	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who are NOT highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

То	%	%	%	%	%	%	%	%	%
tal	of	of	of	of	of	Hi	Re	Na	
Nu	Fir	Те	Те	Те	Те	gh	ad	tio	ES
m	st-	ach	ach	ach	ach	ly	ing	nal	OL
ber	Ye	ers	ers	ers	ers	Eff	En	Bo	End
of	ar	with	with	with	wi	ect	dor	ard	orse
In	Те	1-5	6-	15+	th	ive	sed	Ce	d
str	ach	Yea	14	Yea	Ad	Те	Te	rtif	ũ
uc	ers	rs of	Yea	rs of	van	ac	ach	ied	Теа
tio		Exp	rs of	Exp	ced	her	ers	Те	cher
nal		erie	Exp	erie	De	S		ac	s
Sta		nce	erie	nce	gre			her	Ű
ff			nce		es			S	
7	0	0	57	38	13	10	38	0	86
			%	%	%	0	%		%
			(4)	(3)	(1)	%	(3		(6)
						(8)		
)			

Teacher Mentoring Program

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

Mentor Mentee Name Assigned	Rationale for Pairing	Planned Mentoring Activities
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Mary Shaw	Gladymir Veillard	Ms. Veillard is a seasoned Reading teacher; however it is her first time at Thompson Academy (DJJ) site as a Reading Resource Teacher.	The mentor and mentee will meet bi- weekly to discuss instructional strategies that will meet the unique demands of youth housed in DJJ
Katie Moncrief	Lotoya Joseph- Brown	Ms. Joseph- Brown is a seasoned Science teacher; however it is her first time at Thompson Academy (DJJ) site as a Science Coach.	The mentor and mentee will meet bi- weekly to discuss instructional strategies that will meet the unique demands of youth housed in DJJ
Shelly Reid	David Walker	Mr. Walker is our new transition specialist at our DJJ sites. This is his first year as a transition specialist.	The mentor and mentee will meet weekly to discuss transitional plans and strategies for our DJJ students.

*Grades 6-12 Only- Sec. 1003.413 (2)(b) F.S

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

All BROWARD DETENTION CENTER instructors are responsible for integrating reading strategies into daily instruction. All teachers are encouraged to become reading endorsed. Currently there are 3 teachers out of seven that are reading endorsed. In addition, teachers who qualify will benefit from NGCAR-PD training. The reading literacy team will work in conjunction with the leadership team to develop and implement initiatives that will enhance students' ability to improve their literacy skills. Administration will utilize informal walk through tools to observe the use of reading strategies into classes with feedback in order to enhance instruction. All content area teachers will participate in professional learning communities with a focus on unwrapping reading benchmarks in order to target instruction and infusing reading strategies during instruction. The Reading Coaches and PLC facilitators will coach, model, and monitor all instructional staff on the implementation of reading and writing instruction, which will include daily and on-going support. Reading coaches will also work with staff to become CRISS and/or MCREL trained. Administrators and coaches will monitor the implementation of IFC's and assessments. The use of Weekly Reader, Scholastics, and DEAR, are a few programs and activities that will be utilized to enhance to supplement the learning process.

Upon entry into BROWARD DETENTION CENTER all students receive a battery of assessments that will assist in personalizing and individualizing the educational experience for all youth assigned to this DJJ program. Both a career inventory and CHOICES are administered to

obtain insight to students' strengths, weaknesses, and interests. Counselors utilize this information to meet with students to develop an academic plan, while instructional staff will use this information to develop short and long term academic goals. Mentor opportunities, guest presenters, Florida Ready to Work, etc. are also used to promote academic and career planning. The BRACE advisor will meet with students to provide an overview of college readiness and access to vocational/technical schools. The BRACE Advisor will schedule a career day with specific invited post-secondary and professional organizations for students to meet. The BRACE Advisor/counselors will hold informational meetings with students to discuss relevant career and college planning overviews. The BRACE Advisor will arrange visits by college/university and technical school reps. Select students will be encouraged to take coursework via APEX and Florida Virtual School to accelerate credit recovery and obtain pre-requisites for post-secondary opportunities.

*High Schools Only

Note: Required for High School- Sec. 1003.413 (2)(g)(j) F.S.

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

The relationship between subjects and the relevance to students' future is made possible by utilizing a variety of means such as discussions, student made projects, technology integration, course work, and guest presentations. Due to the nature of DJJ academic programs there are several limitations that hinder the implementation of certain resources and courses that can be taught. Access to the Broward Educational Enterprise Portal (BEEP) is a resource that enables both instructors and students the opportunity to access a library of digital resources in lieu of field trips and limited hands on opportunities. BEEP contains curriculum lesson plans, remedial tutorials, and many other applications that are aligned to the Next Generation Sunshine State Standards. BEEP will be incorporated into the daily instructional lesson to expose students to applications such as virtual labs and the Junior Achievement curriculum. Junior Achievement is designed to provide students with hands on experience in developing knowledge of entrepreneurship and financial literacy. This program will be facilitated by a school based staff utilizing the "train the trainer" model.

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 to their future?

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.

There is not any data from the High School Feedback Report available for BROWARD DETENTION CENTER. Students enrolled in BROWARD DETENTION CENTER receive academic and career counseling from the guidance counselor and BRACE advisor. The guidance counselor develops an academic program that is personalized and individualized in order to meet the needs of each youth. Students are counseled based on an initial career inventory that was assessed during the youth's intake. During these sessions youth are informed of vocational opportunities and post secondary options available after graduation. Students will also create user accounts for FLChoices.org to access resources that will allow them to explore career and academic programs. Guest presenters from various colleges such as Broward College will also provide an overview of enrollment requirements, academic majors, and financial aid. Students will also prepare for postsecondary opportunities by recovering credits, taking college readiness courses, and accessing Florida Virtual School. Students will also have access to ACT and SAT prep, as well as, the ASVAB test.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- * When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

READING GOALS	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School Imp		1			· · · · · · · · · · · · · · · · · · ·	
1. Percentage of students	1.1	1.1.	1.1.	1.1.	1.1.	
making learning gains—						
	Students	*Through	Principal	*On-going data chats	Florida Assessments	
	receiving	our small				
in reading.			David Watkins		for	
	instruction	community				
_						
		teacher,		*Progress monitoring data		
Reading Goal #1:		Reading		reports and analysis	Instruction in	
		Coach,	Assistant Principal		Reading (FAIR)	
	comprehensio	Reading				
	n.	Resource	Sharon Grant			
		teacher will		*Weekly small learning		
		begin to align			Reading	
		instruction to			Endorsement	
			Reading Coach		Endorsement	
		Core	iceauning Coach	by the reading coach		
			Mama Chass			
		standards.	Mary Shaw			
					Progress Monitoring	
					and DataAnalysis	
					, , , , , , , , , , , , , , , , , , ,	
		*Students	Reading Coach	*Professional		
		will be placed	Gladymir Veillard	development follow up		
		in appropriate	5		Mini benchmarks	
		reading class			Winn benefiniarks	
		based on			Accordmente	
		state reading	Science Coach		Assessments	
		placement	Selence Coden			
		charts	Lataria Jaganh Duarin			
		cilui ts	Lotoya Joseph-Brown	*Classroom walkthroughs		
				and informal observations	Benchmarks	
				with feedback	Assessments	
		*0				
		*Small group				
		differentiated				
		instruction.		*Site-based Reading	FCAT 2.0	
				Coaches, Reading		
				Resource teacher and		
				Science Coach will		
		*Teachers			*Common	
		will utilize			*Common	
		daily			Assessment (WIN)	
		vocabulary		differentiated instruction		
		vocabulary		and aligning instruction to		

ment i fan Juvenne Justice		
routines	the common core. Teacher	
outlined in	and student needs at each	
the EDGE	school.	
curriculum,		
such as		
vocabulary		
notebooks and		
text read aloud		
for level 1 and		
2 9th and 10th		
grade students.		
grade stadents.		
*Reading		
coach, Reading		
Resource		
Teacher,		
Science Coach,		
and teachers		
will model		
effective use		
of instructional		
of instructional		
strategies.		
¥T		
*Instructional		
staff will		
receive training		
on effective		
use of reading		
strategies		
across content		
areas		

<u>2012-2015 School Imp</u>			coustice Ludeation	i i i ogi anis		
	Level of	2013 Expected Level of Performance:*				
By June, 2013 13% (78)						
of the students in grade						
5 through 12 will make						
learning gains in						
reading on the FCAT Assessment						
	2012 7%(78)	By June, 2013 13% (78)				
	of the students in	of the students in grade				
	5 through 12 will make	5 through 12 will make				
		learning gains in				
	the FCA1	reading on the FCAT Assessment				

2-2015 School Imp	I ovement I	Iall Juvelli	e Justice Education	i i i ugi anis			
		1.2.	1.2.	1.2.	1.2.	1.2.	
		exposure to	*Teachers will utilize higher order	Principal	*On-going data chats and	Florida Assessments for	
		questioning during	questioning stems and solicit feedback from students during daily	David Watkins		Instruction in Reading	
		classroom instruction	instruction.	Assistant Principal	reports and analysis	(FAIR)	
			* Group and individual remediation and	Sharon Grant	*Weekly small	Reading Endorsement	
				Reading Coach		Progress Monitoring and	
			*Teachers will use chucking to help the student understand the	Mary Shaw	conducted by the reading coach	DataAnalysis	
			text.	Reading Coach Gladymir Veillard	*Professional development follow up	Mini benchmarks Assessments	
			*Effective modeling of reading and comprehension	Science Coach		Benchmarks Assessments	
			strategies	Lotoya Joseph-Brown	*Classroom walkthroughs and informal		
					observations with feedback	FCAT 2.0	
					*Site-based reading	Common Assessment (WIN)	
					coaches provide professional development based		
					on differentiated teacher and student		

needs at each school	4	2012-2015 School Improvement I fan Suvenne Sustee Education I fograms							
						needs a	s at each school		

-2015 School Imp	i ovement i jan ju	Venile Justice Education	i i i ugi anis			
	1.3.	1.3.	1.3	1.3.	1.3.	
	Students exposure higher-o question	rder evidence to support	Principal David Watkins	*Weekly small learning community meetings and collaboration	Instruction in Reading (FAIR)	
	during classrooi instructio	text says explicitly as m well as	Assistant Principal	conducted by the	Reading Endorsement	
		the text.	Sharon Grant	*Professional development follow up	Progress Monitoring and DataAnalysis	
			Reading Coach			
		*Determine the meaning of words and	Mary Shaw	*Classroom	Mini benchmarks	
		phrases as they are used in the text, including		walkthroughs and informal observations with	Assessments	
		and technical meanings analyze the cumulative impact of specific word choices on meaning and	Veillard	feedback	Benchmarks Assessments	
		tone.	Science Coach	*Site-based reading coaches provide	FCAT 2.0	
		Daily essential questions	Lotoya Joseph-Brown	professional development based on differentiated		
		with opportunities for		teacher and student needs at each school	*Common Assessment (WIN)	
		Feedback				
		*Small group and				
		Individual remediation and reading				
		intervention	I			

Effective modeling of	
reading and	
Comprehension strategies	

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their	Baseline data 2010-2011 47% (73) of the students in grade 5 through 12 tested made learning gains in reading on the BASI test reading during the schools year of 2010 2011.	<mark>48% (73)</mark>	<mark>51% (73)</mark>	<mark>53% (73)</mark>	<mark>55% (73)</mark>	57% (73)	<mark>60% (73)</mark>
Reading Goal #2:							

Reading Professional Development

2012-2013 School In Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity	nprovement	t Plan Juven	ile Justice Education Pro	grams		
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		itomig

Reading 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	Available Amount

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Reading Goals

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Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on a comparison of 2010-2011 common assessment data and 2011-2012 common assessment data, what was the percent increase or decrease of students maintaining learning gains? Programs may include math data from the math assessment used in 2011–2012.
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?

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

GUALS	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

<u>2012-2013 School Imp</u>					·	
1. Percentage of students	1.1.	1.1.	1.1.	1.1.	1.1.	
making learning gains in					* Math FCAT	
mathematics.	Due to our	* Utilize the	Sharon Grant	*Observations		
			(Assistant Principal)		* Teacher-	
	population,	guide/IFC	(i isoistant i interpui)		made/District	
F	teachers may		Renee Hudson		Assessments	
Mathematics Goal #1:	not have an			* PLC Meetings		
Mainematics Obai #1.	opportunity	Odyssey	(Math Coach)	· FLC Meetings	* Progress Reports	
	to cover all	Ouyssey			riogress reepons	
	the standards	* 0				
	outlined	* Continuous				
	in the	monitoring			* GED Report	
	curriculum	of student				
	with the	progress.				
	student.					
		* FCAT Prep/				
		Remediation				
		Sessions.				
L	1			1	I I	

	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
To increase the number							
f math students making							
earning gains by 20%							
	N/A	N/A					
	IV/A	IV/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Data chats are		Sharon Grant	* Leadership Team	* Data Chat Logs	
		not facilitated	data chats with students	(Assistant Principal)	will meet monthly		
			and teachers.	Ň I)	to discuss school-	* Student Self Assessment	
		with the		Renee Hudson	wide	Student Ben Abbessment	
		students.	* Virtual Counselor	(Math Coach)	data.		
			Student Data Scavenger				
			Hunt.	Math Teachers	* Teachers will		
					conduct		
				Leadership Team	data chats with		
					students each		
					quarter.		
		1.3.	1.3.	1.3.	1.3.	1.3.	
				1			1

Based on Ambitious but		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable Objectives (AMOs),Reading and							
Math Performance Target							
	Baseline data 2010-2011						
Achievable Annual							
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							
Mathematics Goal #2:							
Enter narrative for the goal in this							
box.							

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-			
	Solving			
	Process to			
	Increase			
	Student			
	Achieveme			

	nt					
Deced on the analysis of student	Antiginated	Stratagy	Person or Position	Process Used to Determine	Evaluation Tool	
Based on the analysis of student achievement data, and reference	Anticipated Barrier	Strategy	Responsible for	Effectiveness of	Evaluation 1001	
to "Guiding Questions", identify			Monitoring	Effectiveness of		
and define areas in need of				Strategy		
improvement for the following				Strategy		
group:						

2012-2013 School Imp		i i			İ	
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
Algebra.		* Integrate	Sharon Grant	* Classroom Walk-	* Lesson Study	
			(Assistant Principal)		Plan	
	Multiple	instruction using	(
	levels of		Renee Hudson	* Data Chats	* Algebra End of	
	student	Continuous	renee maason	D'utu Chuis	Course (EOC) Exam	
		Improvement	(Math Coach)	* Professional Learning	Course (LOC) Exam	
		Model (FCIM)	(Main Coden)	Community (PLC)	* Teacher-made/	
			Math Teachers		District Assessments	
		High Yield		wieetings	District Assessments	
		Strategies.				
		Sualegies.				
					* Student Self-	
		* Utilize the				
					Assessment	
		district pacing guide/			* Charlant Due succe	
					* Student Progress	
		Instructional			Report	
		Focus Calendar				
		(IFC) to support			* CED D	
		direct instruction			* GED Report	
		by identifying				
		assessed				
		benchmarks and				
		administering				
		assessments				
		aligned with				
		Next Generation				
		Sunshine State				
		Standards				
		(NGSSS) and				
		Common Core				
		State Standards				
		(CCSS).				
		* Use test data to				
		monitor student				
		progress				
		and areas needing				
		re-teaching for				
		continuous				
						20

2012-2015 School Improvement 1		105141115		
	progress and			
	provide			
	accommodations			
	and			
	modifications to			
	the			
	curriculum.			
	* Incorporate the			
	use of			
	technology into			
	daily instruction			
	(High School			
	Compass			
	Odyssey,			
	Understanding			
	Math, Resources			
	from the Online			
	Textbook and			
	Math Wiki).			
	* Engage			
	students in			
	Algebra End-of			
	Course (EOC)			
	prep/remediation			
	sessions.			
ч!	Į	<u>P</u>		

2012-2013 School Imp				1051 41115			
Algebra Goal #1:	2012 Current	2013 Expected Level of Performance:*					
	Level of	of Performance:*					
	Performance:*						
r.							
Increase the students							
scoring level 3 by 2%.							
		Pending data					
	Pending						
	data						
	aata	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Data chats are		Sharon Grant	* Leadership Team	* Data Chat Logs	
		not facilitated	data chats with		will meet monthly to	-	
			students and		discuss school-wide		
		the students.	teachers.	(Assistant Principal)	data.		
		ine students.		(2 solount 1 morpar)	иши.	* Student Self Assessment	
			* Winter of Commonter	Danaa IIdaan	* Moth Cooch will	Student Sen Assessment	
				Renee Hudson	* Math Coach will		
				(Math Coach)	meet with math		
			Scavenger Hunt.		teachers to		
				Math Teachers	discuss student data.		
				Leadership Team	* Teachers will conduct		
				p	data chats with students		
					each		
					quarter.		

	1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan Juvenile Justice Education Programs									
2. Students scoring at or		2.1.	2.1.	2.1.	2.1.				
above Achievement Levels					* Algebra End of				
4 and 5 in Algebra.	Teachers	* Integrate	Sharon Grant	* I-Observations	Course (EOC) Exam				
		differentiated							
		instruction using	(Assistant Principal)	* Data Chats	* Teacher-made/				
		the Florida	(F)		District Assessments				
	rigor and	Continuous		* PLC Meetings					
		Improvement		1 2 0 11 0 0 11 gs	* Student Progress				
			Renee Hudson		Reports				
			(Math Coach)		-				
		High Yield	(1111111 - 001011)						
			Math Teachers						
	performing a	SuureBres.			* GED Report				
	level 4 or 5				obb inspin				
		* Utilize the							
		district pacing							
		guide/							
		IFC to							
		support direct							
		instruction by							
		identifying							
		assessed							
		benchmarks and							
		administering							
		assessments							
		aligned with							
		Next Generation							
		Sunshine State							
		Standards							
		(NGSSS)/							
		Common Core							
		State Standards							
		(CCSS).							
		* Engage							
		students in							
		Algebra End-							
		of Course prep/							
		remediation							
		sessions.							

a offe sensor imp					
		* Provide students with online learning activities that are academically challenging.			
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Increase the number of students achieving Level 4 and 5 by 6%					
	Pending data	Pending data			

<u>2012-2015 School Impl</u>	ovenient i	an ouvenine ou	stice Education I	10grams			
		2.2.	2.2.	2.2.	2.2.	2.2.	
				_ · - ·		[]	
		Data chats are	* Conduct data chats		* Leadership Team		
		not facilitated	with students and	(Assistant Principal)	will meet monthly to		
		frequently with	teachers.	× • • · ·	discuss school-wide	* Data Chat Logs	
		the students.		Renee Hudson	data.		
				(Math Coach)	data.	* Student Self Assessment	
				(Wath Coach)	* Math Garath	Student Sen Assessment	
			Student Data		* Math Coach will		
			Scavenger Hunt.	Math Teachers	meet with math		
					teachers to		
				Leadership Team	discuss student data.		
				*			
					* Teachers will conduct		
					data chats with students		
					each		
					semester.		
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable							
Objectives (AMOs), Reading and							
Math Performance Target							
	Baseline data						
Achievable Annual	2010-2011						
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
	Pending						
achievement gap by 50%.	-						

-	2012-2015 School Improvement I fan Suvenne Sustee Education I fograms								
4	Algebra Goal #3:								
1	Enter narrative for the goal in this								
	box.								

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

1 Students seering at	1		1		1.1.	
1. Students scoring at Achievement Level 3 in	1.1.	1.1.	1.1.	1.1.	1.1.	
			a 1 a			
Geometry.	Multiple		Sharon Grant		* Lesson Study	
		differentiated	(Assistant Principal)	Through (CWT)	Plan	
		instruction using				
			Renee Hudson	* Data Chats	* Geometry End of	
		Continuous			Course (EOC) Exam	
		Improvement	(Math Coach)	* Professional Learning		
		Model (FCIM)		Community (PLC)	* Teacher-made/	
			Math Teachers	Meetings	District Assessments	
		High Yield				
		Strategies.				
					* Student Self-	
		* Utilize the			Assessment	
		district pacing				
		guide/			* Student Progress	
		Instructional			Report	
		Focus Calendar				
		(IFC) to support				
		direct instruction				
		by identifying			* GED Report	
		assessed				
		benchmarks and				
		administering				
		assessments				
		aligned with				
		Next Generation				
		Sunshine State				
		Standards				
		(NGSSS) and				
		Common Core				
		State Standards				
		(CCSS).				
		* Use test data to				
		monitor student				
		progress				
		and areas needing				
		re-teaching for				
		continuous				

an suvenite sustice Education 1		
progress and		
provide		
accommodations		
and		
modifications to		
the		
curriculum.		
* Incorporate the		
use of		
technology into		
daily instruction		
(High School		
Compass		
Odyssey,		
Understanding		
Math, Resources		
from the Online		
Textbook and		
Math Wiki).		
* En se se		
* Engage		
students in		
Geometry End-		
of Course (EOC)		
prep/remediation		
sessions.		

<u>2012-2015 School Impr</u>			istice Education I	Tograms		
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Increase the number of						
student scoring a level 3 by 5%.						
Ĭ	N/A					
		Level 3 students				
		will maintain or demonstrate a				
		15% increase in proficiency as				
		demonstrated by their mean scale				
		score.				

2012-2015 School Imp	Uvenient I	an Juvenne Je			<u>.</u>		
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Data chats are not facilitated	* Conduct quarterly data chats with	Sharon Grant (Assistant Principal)	* Leadership Team will meet monthly to discuss	e	
		frequently with	students and		school-wide	* Student Self Assessment	
		the students.	teachers.	Renee Hudson (Math Coach)	data.		
			* Virtual Counselor	Math Teachers	* Math Coach will meet with math teachers to		
			Student Data Scavenger Hunt.		discuss student data.		
				Leadership Team	* Teachers will conduct		
					data chats with students each		
					quarter.		
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool		
and define areas in need of improvement for the following group:				Strategy			

2012-2013 School Imp							
2. Students scoring at or	2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels					* Geometry End of		
4 and 5 in Geometry.	Teachers	* Integrate	Renee Hudson	* I-Observations	Course (EOC) Exam		
		differentiated	(Math Coach)	1-Observations			
			(Math Coach)	* Data Chata	* Teacher-made/		
		instruction using			District Assessments		
	the skills,		Math Teachers		District Assessments		
	rigor and	Continuous		* PLC Meetings	* Chudant Dua anaga		
		Improvement			* Student Progress		
		Model (FCIM)			Reports		
	instruct	and Marzano's					
	learners who	High Yield					
	are currently	Strategies.					
	performing at	-			* GED Report		
	level 4 or 5.				1		
		* Utilize the					
		district pacing					
		guide/					
		IFC to					
		support direct					
		instruction by					
		identifying					
		assessed					
		benchmarks and					
		administering					
		assessments					
		aligned with					
		Next Generation					
		Sunshine State					
		Standards					
		(NGSSS)/					
		Common Core					
		State Standards					
		(CCSS).					
		* Engage					
		students in					
		Geometry End-					
		of Course prep/					
		remediation					
		sessions.					
						/	

		* Provide students with online learning activities that are academically challenging.			
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
Increase the number of students achieving Level 4 and 5 proficiency to 6%.					
		Increase the number of students achieving Level 4 and 5 proficiency to 6%.			

2012-2013 School Imp	ovement 1	an ouvenine ou	Stice Education				
		2.2.	2.2.	2.2	2.2.	2.2.	
			* 0 1 / / 1		чт 1 1° т – 11	* D (Cl (I	
				Sharon Grant	* Leadership Team will		
			data chats with	(Assistant Principal)	meet monthly to discuss		
		frequently with	students and		school-wide	* Student Self Assessment	
		the students.	teachers.	Renee Hudson	data.		
				(Math Coach)			
			* Virtual Counselor	(* Math Coach will meet		
			Student Data	Math Teachers	with math teachers to		
			Scavenger Hunt.		discuss student data.		
			sou ongoi muni	Leadership Team			
					* Teachers will conduct		
					data chats with students		
					each		
					quarter.		
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Achievable Annual Measurable Objectives (AMOs), Reading and							
Math Performance Target							
3. Ambitious but	Baseline data						
	2010-2011						
Measurable Objectives							
(AMOs). In six year							
school will reduce their							
achievement gap by 50%.							

Ge	eometry Goal #3:	·	[· · · · · · · · · · · · · · · · · · ·	['	· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·	
Γ		· · · ·	1 '	1 /	1 '		·	1
		· · · ·	1 '	1 1	1 '	/	1 '	1
<i>E</i>	the second s	· · · ·	1 '	1 1	('		·	1
Ent box	ter narrative for the goal in this x.	· · · ·	1 '	1 1	1 '		·	1
6		· · · ·	1 '	1 1	1 '		·	1
		· · · ·	1 '	1 1	1 '		·	1
		· · · ·	1 '	1 /	1 '		·	1
		· · · ·	1 '	1 1	('		·	1
		· · · ·	1 '	1 /	1 '	/	·	1
		· · · ·	1 '	1 1	1 '	1	1	1

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity		2 e t e to princ				
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

The PLC will focus on how to successfully implement the	7-12 Mathematics	PLC	All Teachers	September 16, 2012	PLC binder will be maintained and will contain the following:a) Reflection Logs
Common Core State Standards across the curriculum				October 4, 2012	a) Reflection Logsb) Agendasc) Handouts
				November 1, 2012	
				December 6, 2012	
				January 10, 2013	
				February 21, 2013	
				March 14, 2013	
				April 4, 2013	

End of Geometry EOC Goals

Mathematics Budget

Maintmant's Duuget			
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	Available Amount
Formative Assessments	Curriculum program will offer various pathways to meet specific needs of students as they master rigorous course work and are progressing towards Formative assessments will be used to gage students' strengths and weaknesses in accordance with prescribed intervention strategies: Diagnostic Tests	School Budget	\$1,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

	an ouvernie ousiee Education 110gra	School Budget	\$2500.00
TI-34 Multi-View Scientific Calculator and TI 84 Graphing Calculator	Students will use the hand-held calculators in Geometry, Algebra II and ACT classes on a daily basis to become familiar with the use and function of a scientific/graphing calculator. Approved calculators will also be available for students to use on both the Geometry EOC and ACT assessments.		
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
The PLC will focus on how to successfully implement the Common Core State Standards across the curriculum	Teachers will be trained by the Reading and Math Coach on how to successfully implement English Language Arts and Mathematics Common Core State Standards across the curriculum to prepare students for the rigorous demands of career and post- secondary programs.	District Budget	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Mathematics Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2015 School Imp	1	÷			· · · · ·	
1. Students scoring at	1.1.	1.1.	1.1	1.1.	1.1.	
Achievement Level 3 in						
Biology.	DJJ program	*Teachers will facilitate	Principal David Watkins	*Classroom observations (CWT)	*Biology EOC	
		instruction				
	classroom the entire	of biology content with		*Lesson Plans	*Quizzes and Tests	
	academic		Assistant Principal	*Weekly communication		
	year.			with instructors		
		*Science Coach		*Assessments		
		closely with	Science Coach			
		students as an additional resource	Lotoya Joseph-Brown			
		for delivery of biology	Reading Coach			
		content	Mary Shaw			
			Reading Coach			
			Gladymir Veillard			

			e sustice Education		
Biology Goal #1:		2013 Expected			
	Level of	Level of			
	Performance:*	Performance:*			
To teach and review all					
Biology benchmarks so that					
students will be adequately					
prepared for the Biology					
EOC assessment					
	Douding	Dandina			
	Pending	Pending			
	Data	Data			

2012-2013 School Imp							
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Students are	*Teacher will provide	Principal	*Classroom	*Biology EOC	
			modified activities and/	1 morpui	observations (CWT)		
		participate in		David Watkins			
		hands	or virtual labs				
					*T	*0.:	
		on activities			*Lesson Plans	*Quizzes and Tests	
		due to					
		program/		Assistant Principal			
		facility			*Weekly		
		limitations.		Sharon Grant	communication		
					with instructors		
				Science Coach	*Assessments		
				Lotoya Joseph-Brown			
				Reading Coach			
				Reading Coach			
				Mary Shaw			
				Mary Shaw			
				Reading Coach			
				Gladymir Veillard			
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data, and reference	Barrier		Responsible for Monitoring	Effectiveness of			
to "Guiding Questions", identify							
and define areas in need of improvement for the following				Strategy			
group:							
group.							

2012-2015 School Improvement P				·	<u>.</u>	
2. Students scoring at or 2.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels						
4 and 5 in Biology. Students in	*Teachers	Principal	*Classroom observations	* B iology EOC		
	will facilitate		(CWT)	Diology LOC		
are not in	classroom	David Watkins	(C W 1)			
the science		David Watkins				
	instruction		*I	*0		
classroom	of biology		*Lesson Plans	*Quizzes and Tests		
the entire	content with	A				
academic	fidelity.	Assistant Principal				
year		a 1 a	*Weekly communication			
		Sharon Grant	with instructors			
	*Science					
	Coach		*Assessments			
		Science Coach				
	closely with					
		Lotoya Joseph-Brown				
	an additional					
	resource					
	for delivery					
	of biology	Reading Coach				
	content					
		Mary Shaw				
		Reading Coach				
		Gladymir Veillard				

		lun ou tonn	e gustice Education	i i ogi unis		
<u> </u>	Level of	2013 Expected Level of Performance:*				
To teach and review all Biology benchmarks so that students will be adequately prepared for the Biology						
EOC assessment						
		Pending Data				

2012-2013 School Improvement Pla	an Juvenile	e Justice Education	Programs			
2.1	.2	2.2.	2.2.	2.2.	2.2.	
S	Students are	*Teacher will provide	Principal	*Classroom	*Biology EOC	
	nable to	modified activities and/	i interpar	observations (CWT)	Diology Lee	
			David Watkins			
	ands					
	n activities			*Lesson Plans	*Quizzes and Tests	
	ue to					
	rogram/		Assistant Principal			
	cility			*Weekly		
lir	mitations.		Sharon Grant	communication		
				with instructors		
			Science Coach	*Assessments		
			Lotoya Joseph-Brown			
			Reading Coach			
			Mary Shaw			
			Reading Coach			
			Cladennin Vailland			
			Gladymir Veillard			
2.3	3	2.3	2.3	2.3	2.3	
	-					

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of meetings)		

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	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science 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)).

Civics EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School Improvement Plan Juvenile Justice Education Programs								
	1.1.	1.1.	1.1.	1.1.	1.1.			
Achievement Level 3 in								
Civics.								
civies								
Civics Goal #1:	2012 Current	2013 Expected Level						
<u>Civics_Gour</u>	Level of	2013 Expected Level of Performance:*						
	Performance:*							
Enter narrative for the goal in this								
box.								
	Enter numerical	Enter numerical data						
	data for	for expected level of performance in this box.						
	current level of	performance in this box.						
	performance in this box.							
L	00.0.							

Zorz Zoro School Impr					÷	<u>i</u>	
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.2	1.2	1.2	1.2	1.2	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
achievement data and reference	Barrier	0.5	Responsible for	Effectiveness of			
achievement data, and reference to "Guiding Questions", identify and define areas in need of	Builler		Responsible for Monitoring	Effectiveness of			
to Outding Questions, Identify			Wollitoring				
and define areas in need of				Strategy			
improvement for the following				Stategy			
group:							
2. Students scoring at or ²	1	2.1.	2.1.	2.1.	2.1.		
2. Students scoring at or 2	.1.	2.1.	2.1.	2.1.	2.1.		
above Achievement Levels							
4 and 5 in Civics.							
F and 5 m Civics.							

Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in thi box.							
	data for	Enter numerical data for expected 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	

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. May 2012 Rule 6A-1.099811 Revised May 25, 2012

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

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	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
S-b444b			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
	1		
Subtotal:			
Total:			

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)).

U.S. History EOC Goals	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School Imp	÷	lan Juvenne J	ustice Education	<u>110grains</u>		
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.	
Achievement Level 3 in						
U.S. History.	*Students	*Students will	Principal	Leadership Team meets	*Teacher observation	
	lack the	be mediated in	-	to review and discuss	and feedback to	
	Reading	Princeton	David Watkins	what resources and	support academic	
		Review and		support is needed.	improvement.	
		prepped			1	
		academically for		*Coach/Teacher	*Teacher-made Tests,	
			Assistant Principal	Conference to discuss	Chapter, Unit, and	
	and/or higher	through various	-	students' academic needs	Skill Assessment and	
	order thinking	test taking	Sharon Grant	and improvements.	project to monitor	
		strategies and		_	academic advancement	
		exposure to		*Coach/Administration	and/or re-teaching	
		released testing		Conference to discuss	to increase student	
		materials.	Reading Coach	instructional staff	achievement.	
				support and resources.		
			Mary Shaw		*Data Chats to monitor	
		areas will			students' academic	
		actively		hold data/progress chats	needs.	
		integrate higher		to pinpoint areas of		
			Reading Coach	concern and plan for	*Direct results of	
		questions into all		remediation.	ACT/SAT/PSAT.	
			Gladymir Veillard			
		discussions and				
		assessments.		*Mini-Assessments to		
		мтт , , 1 , ,		include higher order		
		*Use test data to	Science Coach	thinking questions are		
		monitor student	Tatana Taganh	utilized to provide		
		progress	Lotoya Joseph-	skilled practices and feedback for areas in		
			Brown	need of remediation.		
		needing re-teaching for		need of remediation.		
		continuous		*Classroom		
		progress and		Walkthroughs will be		
		progress and provide		practiced with fidelity to		
		accommodations		ensure questioning		
		and		techniques are integrated		
		modifications to		effectively.		
		the		chicotivery.		
		curriculum.				
		currentum.				

<u>2012-2013 School Imp</u>	I Ovement I	Tan Juvenne J	ustice Education	<u>i i ogi anis</u>			
U.S. History_Goal #1:	2012 Current	*Independent reading practice will be monitored by all teachers. *Each class will focus on informational text during instructional practice. 2013 Expected Level					
	Level of Performance:*	of Performance:*					
Students will achieve 30% on the history EOC for a passing score for schools year of 2012-2013. No Data							
	No Data	No Data					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Imp						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
and define areas in need of improvement for the following			C C	Strategy		
group:						
		2.1.	2.1.	2.1.	2.1.	
above Achievement Levels						
4 and 5 in U.S. History.						
Circian Const #2:	2012 Current	2013 Expected Level				
Civics Goal #2:	Level of	of Performance:*				
	Performance:*	or renormanice.				
Enter narrative for the goal in						
this box.						
	Enter numerical	Enter numerical data				
	data for current level of	for expected level of performance in this box.				
	current level of performance in this	perjormance in inis 00x.				
	box.					

ſ		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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		

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	Amount	
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total:				

End of U.S. History Goals

Career Education Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What career type does the program offer?
- How does the program provide career exploration for all students?
- What hands-on technical training does the program provide (type 3 programs)?
- For type 3 programs what industry certifications are offered?
- How many students earned industry certifications?
- Is the program a Career and Professional Education (CAPE) Academy?

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

CAREER EDUCATION GOAL(S)	Problem- Solving Process to Increase Student Achieveme nt					
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
areas in need of improvement:				Strategy		

1. Career Education Goal	11	1.1.	1.1.	1.1.	1.1.	
1. Carter Education Goar	1.1.	1.1.	1.1.	1.1.	1.1.	
	Ineffective use of technological resources	career teacher to computer	-	1 2	* Internal mock quality assurance review	
		*Unwrap 30 career competencies and target opportunities to integrate technology	Sharon Grant Reading Coach Mary Shaw	*Student and staff surveys EPEP	* Classroom observations *Student and staff surveys	
		*Create student passwords for FLChoices.or	Reading Coach Gladymir Veillard Science Coach	*Interviews		

	2012 Current	2013 Expected Level :*	9		
90 % (126) of students will					
develop a personalized					
career exploration plan					
based on a career inventory					
assessment.					
	75% (82)	90% (126).			

2012-2013 School Improve	ment i lan suvenn	e oustice Education	i i i ugi anns			
	1.2.	1.2.	1.2.	1.2.	1.2.	
	Insufficient	*Survey current	Principal	*Internal mock	*Internal mock	
	career	resources available		quality		
			David Watkins		quality assurance	
	resources			assurance review		
					review	
		*Acquire and align				
		career	Assistant Principal			
				*Classroom		
		resources needs with	Sharon Grant	observations	*Classroom	
		the				
					Observations	
		30 career competencies				
			U	*Student and staff		
				surveys		
			Mary Shaw		* Student and staff	
		*Train teacher to			_	
		00		****	Surveys	
		effectively differentiate		*EPEP		
			Reading Coach			
		the resources delivered			* ГЛГЛ	
			Gladymir Veillard		* EPEP	
		during career		*Interviews		
		instruction				
			Science Coach		* Interviews	
					· Interviews	
		* teacher will	Lotoya Joseph-Brown			
			Lotoya Joseph-Blown			
		utilized a variety of				
		utilized a valiety of				
		resources to supplement				
		sources to supportent				
		the delivery of career				
		instruction				

	C JUSTICE Education			
1.3.	1.3.	1.3.	1.3.	1.3.
	instruction	-		*Florida Choices
and rigor in career	competencies			*Career Inventory
	*Utilize approved	Sharon Grant	*Small learning	*Classroom- Walkthroughs
	career instruction	-		*Guidance log
	based	Reading Coach Gladymir		
	1.3. Lack of depth of knowledge and rigor in career instruction	1.3. 1.3. Lack of depth *Target career of instruction knowledge utilizing the 30 career and rigor in competencies career competencies instruction *Utilize approved resources to facilitate career instruction *Implement project based activities to build on *	1.3.1.3.1.3.Lack of depth of*Target career instructionPrincipal David Watkinsknowledge and rigor inutilizing the 30 career competenciesDavid Watkinsknowledge and rigor inutilizing the 30 career competenciesAssistant Principalcareer instruction*Utilize approved resources to facilitate career instructionSharon Grant*Utilize approved resources to facilitate career instructionReading Coach Mary Shaw*Implement project basedReading Coach Gladymir Veillard	1.3.1.3.1.3.1.3.Lack of depth of*Target career instructionPrincipal*Classroom- walkthroughsknowledge and rigor in career instructionutilizing the 30 career competenciesPrincipal*Treatment Teamknowledge acreer instruction*Utilize approved resources to facilitate career instructionAssistant Principal*Treatment Team*Utilize approved resources to facilitate career instruction*Mary ShawCollaboration*Implement project based activities to build onReading Coach Gladymir VeillardGuidance and Brace Advisor logs

Career Education 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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring

Career Education 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	Desc
Subtotal:	
Technology	
Strategy	Des
	\Box
Subtotal:	

Professional Development	
	<u> </u>
Strategy	Desci
	-
Subtotal:	
Other	
Strategy	Desc
Grand Total:	

End of Career Education Goal(s)

Transition Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

• How does the program deal with transition planning (entry and exit transition)?

• How many students successfully transition (e.g., return to school, find employment)?

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

	Problem-			
TRANSITION	Solving			
GOAL(S)	Process to			
	Increase Student			
	Achieveme			
	nt			

		i			i	 ·
Based on the analysis of school data, identify and define	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of	Evaluation Tool	
areas in need of improvement:				Strategy		
1. Transition Goal	1.1.	1.1.	1.1.	1.1.	1.1.	
	Lack of				*Transition Plans	
	internal	internal audit		Reviews		
		(mock quality	David Watkins			
	transition	assurance		(mock and state issued)		
	program	review)			*Quality Assurance	
	_	paying				
	evaluation	specific	Assistant Principal			
		attention to		*Review transition plans		
		transition	Sharon Grant	_	*Review Reports	
		indicators				
		in order to				
		identify areas				
		that need	Reading Coach			
		improvement.				
			Mary Shaw			
		*Revise				
			Reading Coach			
			Gladymir Veillard			
		procedures to				
		improve				
			Science Coach			
		and				
			Lotoya Joseph-Brown			
		eliminate				
		student				
		barriers				
		22				
		to effective				
		transition				

2012-2015 School Imp	b012 Current	2013 Expected		110g1 ams			
	2012 Current Level :*	2013 Expected Level :*					
By the end of the 2012-							
2013 school year, at least							
82% of the students							
released from Thompson							
Academy ,who have not							
already earned their							
Diploma will be							
transitioned to a viable							
school placement option or							
a job training program.							
	70% (100)						
		82% (106)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
1	1						

Transition 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	Grade Level/	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for
1	Subject		Ĩ	c		Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	(e.g., Early Release) and Schedules (e.g., frequency of		
		PLC Leader		meetings)		

Transition 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	Descr
	Ţ
	<u> </u>
Subtotal:	
Technology	Τ
	Desci
Strategy	-
Strategy	

Subt	otal:
Professional Development	
Strategy	Des
Subt	otal:
Other	
Strategy	Des
Grand Te	otal:

End of Transition Goal(s)

Attendance Goal(s) (For Day Treatment Programs Only)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What was the attendance rate for 2011-2012?
- How many students had excessive absences (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?
- How many students had excessive tardies (10 or more) during the 2011-2012 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?

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

ATTENDANCE GOAL(S)	Problem- solving Process to Increase Attendance			iopresents next to the pe		
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Attendance Goal # 1 Enter narrative for the	2012 Current	1.1. 2013 Expected Attendance Rate:*	1.1.	1.1.	1.1.	

Enter numerical data Enter numerical data for current utendance rate in this bax. Second attendance rate in this bax. Second attendance rate in this bax. 2012_Current 2013_Expected_ Number of Students With Excessive of without with Bay with Excessive Tardies with Exce				8	Í		
when this box. in this box. Image: Contract of the second se							
2012 Current Number of Students with Excessive Absences 2013 Expected Number of Students with Excessive Absences available with Excessive Absences available Miscessive Absences available Miscessive Absences (10 or more) (10 or more) available Miscessive Absences available Miscessive Absences available Miscessive Absences Enter numerical data for current number of Absences in this box. Enter numerical data for current number of Students with Excessive Tardies available Miscessive Absences available Miscessive Absences 2012 Current Students with Excessive Tardies Students with Excessive Tardies available Absences available Absences (10 or more) Students with Excessive Tardies Students with Excessive Tardies available Absences available Absences (10 or more) Students with Excessive Tardies available Absences available Absences available Absences (10 or more) Enter numerical data for current number of tradents tardy in this box. available Absences available Absences available Absences (12. 12. 12. 12. 12. 12.	for current attendance	expected attendance rate					
Number of Students with Excessive Absences_ Absences_Number of Students with Excessive Absences_ Absences_Number of Students with Excessive Absences_Image: Students With Excessive With Excessive With Excessive With Excessive With Excessive With Excessive With Excessive With Excessive <b< td=""><td>rate in this box.</td><td>in this box.</td><td></td><td></td><td></td><td></td><td></td></b<>	rate in this box.	in this box.					
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with Excessive Absences with Excessive Absences <td>Number of Students</td> <td>Number of Students</td> <td></td> <td></td> <td></td> <td></td> <td></td>	Number of Students	Number of Students					
Absences_							
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(10 or more)(10 or more) </td <td>Absences</td> <td>Absences</td> <td></td> <td></td> <td></td> <td></td> <td></td>	Absences	Absences					
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Number of Students with Excessive Tardies (10 or more)Number of Students with (10 or more)Number of Students with (10 or more)Number of Students with (10 or more)Number of Students with (10 or more)Number of (10 or more)Image: Delta with this box.Image: D							
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Students with Excessive Tardies (10 or more) Students with (10 or more) S	Number of	Number of					
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		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 May 2012 Rule 6A-1.099811 Revised May 25, 2012

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

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	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Grand Total:			

End of Attendance Goals

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Career Budget	
	Total:
Transition Budget	
	Total:
Attendance Budget	
	Total:
	Grand Total:

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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

□ Yes

 $\Box No$

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

Describe projected use of SAC funds.	Amount

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