Florida Department of Education



1

School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Transitions	District Name: St. Johns
Principal: Patricia McMahon	Superintendent: Joseph Joyner
SAC Chair: Matthew Potak	Date of School Board Approval: 11/13/2012

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.

Position	Name	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, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Patricia McMahon	B.A. English B.A. Education M.A. Educational Leadership	8	12	N/A
Assistant Principal	N/A				

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.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

<u>Highly Effective Teachers</u>

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. As a Title 1 school only Highly Qualified Staff are hired.	Principal	ongoing
2.		
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
None	

Staff Demographics

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

*When using percentages,	, include the number of teacher	rs the percentage represents	(e.g., 70% [35]).
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Total Number of Instructional Staff	% of First- Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
5	1 (20%)	2 (40%)	2 (40%)						

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Kristopher Rule	William Wood	New Teacher	Shadowing
			Common planning

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: Funds will be used to provide Psychiatric Services to better enhance the learning environment of the Transitions student population; and to more readily meet their individualized goals as it pertains to their mental health needs.
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
June 2012

Rule 6A-1.099811 Revised April 29, 2011

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

 Identify the school-based MTSS leadership team. Instructors, Administration and Counselors

 Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate

 MTSS efforts? The Transition School conducts weekly staffings where individual students are discussed. As a Separate Day School all students come already pre-identified as students with disabilities. However, if additional needs for students become evident the faculty is ready to begin the Rtl process for additional services.

 Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the Rtl problem-solving process is used in developing and implementing the SIP? The Rtl team also serves on the SIP team and offers information and suggestions as necessary.

 MTSS Implementation

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

 FCAT, FAIR, Think-link, Point-sheets, Psychiatrist notes, referrals from outside services, Department of Juvenile Justice

 Describe the plan to train staff on MTSS.

 District In-service programs, staff meetings

 Describe the plan to support MTSS.

 District In-service, Administrator, District Team

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). **Instructors, Principal and counselors**

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

Teaming meetings to address students in need of additional literacy training. (Identified via FCAT scores)SES tutoring

What will be the major initiatives of the LLT this year? Increase literacy based on FCAT scores as possible due to the continually changing population.

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.

N/A

*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?

All instructional staff is either Reading endorsed or is pursuing the reading endorsement. Reading is taught on a daily basis and is supplemented with Achieve 3000/Teen biz and FCAT Buckle Up.

*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?

The majority of the Transition students are on a special diploma track. Utilizing either the Peers or Unique Skills curriculum students are exposed to life skills, job readiness and daily living skills on a regular basis. Students are encouraged to apply daily lessons to life lessons to make learning more relevant to their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are enrolled in Unique Skills and/or Career Education courses at the Transition School

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>.

Most Transition students are transitioned back to their home zoned school prior to high school graduation. Those that stay are referred to Vocational Rehabilitation for additional services.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

	Problem- Solving Process to Increase Student Achievem ent					
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	
Students scoring at Achievement Level 3 in reading.	 1A.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities. 	 1A .1. Enro II in Intensive Read ing Enro II in Ach ieve 30 00/ Teen biz 		1A.1. comparison of results from start to finish	1A.1. Achieve 3000 Discovery Ed FCAT results	

Reading Goal #1A Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of Performance:*	2013 Expected Level of Performance:*					
	17%	25%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	population Majority of student	in Unique	Instructors and administration	1B.1. Comparison of results from start to finish	1B.1. 2.1. Florida Alternative Assessment		

Reading Goal #1B: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*					
	0%	0%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

		<u>a</u>	D D				
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions," identify and define areas							
in need of improvement							
for the following group:							
	2A.1. At	2A.1.	2A.1.	2A.1.	2A.1.		
	risk student	2A.1.	2A.1.	2A.1.	2A.1.		
Students scoring	population		Instructors and administration	comparison of results from start to	Achieve 3000		
at or above	Transient nature	Enroll in			Discovery Ed		
Achievement Levels	of the student	Achieve 3000		linish	FCAT results		
	population	Continue					
+ in reading.		progress					
		monitoring					
	population						
	has huge						
	learning gaps						
	due to their						
	disabilities.						
	2012 Current	2013 Expected					
	Level of	Level of					
Students are placed at	Performance:*	Performance:*					
the Transition Program							
through the IEP process							
when behaviors are severe							
enough to affect their							
learning. Scores from							
the progress monitoring,							
transfer grades and							
coursework from the zoned							
school determine their							
placement.							
Academic Goals are							
individually addressed for each student to address							
specific needs.							
specific fiecus.							
	0.0.(0.0.(l	
	0%	0%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
			F • • • • •	— — — — — — — — — — — — — — — — — — —		– • • • • •	
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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
Alternate Assessment: Students scoring at or above Level 7 in reading.	population Majority of student population has huge	Enrolled in Unique	2B.1. Instructors and administration	2B.1. comparison of results from start to finish	2B.1. Florida Alternative Assessment		
Reading Goal #2B: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
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Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Suategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
data and reference to	Darrier		responsible for womtorning	Encenveness of Strategy			
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following group:							
	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
	At risk student	571.1.	571.1.	5/1.1.	571.1.		
r ercentage of	population		Instructors and administrators	Comparison of results from start to	Achieve 3000		
students making	Transient nature	Enroll in		finish			
	of the student	Achieve 3000			Discovery Ed		
	population.						
r vading.	L	Continue			FCAT results		
	Majority	progress					
	of student	monitoring					
	population	-					
	has huge						
	learning gaps						
	due to their						
	disabilities.						
Reading Goal #3A:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Students are placed at							
the Transition Program							
through the IEP process							
when behaviors are severe							
enough to affect their							
learning. Scores from							
the progress monitoring,							
transfer grades and							
coursework from the zoned							
school determine their							
placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
	37/4	377.4					
	N/A	N/A					
1							
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		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		24.2			24.2	24.2	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
		ļ					
			3B.1.		3B.1		
Altornata	risk student		Instructors and administrators	. Comparison of results from start			
A	population Transient nature	Enrolled		to finish	Florida Alternative Assessment		
	of the student	in Unique			r fortua Asternative Assessment		
	population.	Learning				1	
learning gains in		Systems derived	1				
1.		from Access Points.				1	
Ŭ	population	i onito.				1	
	has huge	Continue				1	
		progress					
	due to their disabilities.	monitoring					
	2012 Current	2013 Expected	1			1	P
itter ing other in pro-	Level of	Level of					
praced at	Performance:*	Performance:*					
the Transition Program through the IEP process							
when behaviors are severe							
enough to affect their							1
learning. Scores from							
the progress monitoring, transfer grades and							
coursework from the zoned							
school determine their							
placement.							
Academic Goals are individually addressed for							
each student to address							
specific needs.							
	N/A	N/A					<u> </u>
	* */ 2 #	n (/ 2.8					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			L	L,	L,		

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier	Suategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
data and reference to							
"Guiding Questions,"							
identify and define areas in need of improvement							
for the following group:							
	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
Percentage of		F11 :	Tu dan dan and a darini dan dan		A -him 2000		
		Enroll in Intensive	Instructors and administrators	Comparison of results from start to finish	Acmeve 5000		
25% making	Transient nature				Discovery Ed		
learning gains in	of the student	-					
reading.		Enroll in Achieve 3000			FCAT results		
	Majority	Achieve 5000					
	of student	Continue					
		progress					
	has huge learning gaps	monitoring					
	due to their						
	disabilities.						
Reading Goal #4A:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
Students are placed at	r errormance.	r errormance.					
the Transition Program							
through the IEP process							
when behaviors are severe							
enough to affect their learning. Scores from							
the progress monitoring,							
transfer grades and							
coursework from the zoned							
school determine their placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
L				l			

					i	i	í
	0%	0%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	At risk student population Transient nature of the student population Majority of student population	Enrolled in Unique	4B.1 . Instructors and administrators	4B.1 . Comparison of results from start to finish	4B.1. Florida Alternative Assessment		
Reading Goal #4B:		2013 Expected Level of Performance:*					
	0%	0%					

		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years	Baseline						
school will reduce their achievement	data 2010-2011	There are not enough					
gap by 50%.	2010 2011	students to produce subgroups for % baseline.					
Reading Goal #5A:							
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

subgroups by	5B.1. White:	5B.1.	5B.1.	5B.1.	5B.1.		
ethnicity (White,	Black: Hispanic:						
Black, Hispanic,	Asian:						
Asian, American Indian) not making	American Indian:						
satisfactory progress	There are not						
in reading.	enough students	5					
	to produce sub groups for %						
	information	2012 E-martad					
<u>Courses</u>	Level of	2013 Expected Level of					
Sub groups are not generated for this student	Performance:*	Performance:*					
population, enrollment							
counts don't meet the AYP subgroup minimum.							
6 1							
	White: Black:	White: Black:					
	Hispanic:	Hispanic:					
	Asian: American	Asian: American					
	Indian:	Indian:	(D. 2	(T) 2	(D. 2	(D.)	
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		JD.J.	JD.J.	JD.J.	JD.J.	JD.J.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
subgroup:						
5C. English	5C.1.	5C.1.			5C.1.	
I anguage I earners	At risk student		Instructors and administrators	Comparison of results from start to	Achieve 3000	
	population	One on One		finish		
satisfactory progress	Transient nature	needed			Discovery Ed	
	population.	needed			FCAT results	
in reading.		Enroll in				
	Majority	Achieve 3000			Star Reading	
	of student	a				
		Continue progress				
		monitoring				
	due to their	montoring				
	disabilities.					
Reading Goal #5C:	2012 Current	2013 Expected				
	Level of	Level of				
Students are placed at	Performance:*	Performance:*				
the Transition Program through the IEP process						
when behaviors are severe						
enough to affect their						
learning. Scores from						
the progress monitoring,						
transfer grades and						
coursework from the zoned school determine their						
placement.						
Academic Goals are						
individually addressed for						
each student to address						
specific needs.						
	0%	0%				

			5C.2.			5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
with Disabilities (SWD) not making satisfactory progress in reading.	At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	Enroll in Intensive	5D.1. Instructors and administrators	Comparison of results from start to finish	5D.1. Achieve 3000 Discovery Ed FCAT results STAR Reading		

<u>Iteraning over mode:</u>	Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	6T-1	LET 1			5E 1		
	5E.1.	5E.1.	5E.1.		5E.1.		
Disauvantaztu	Majority of student	E11 :	Instructors and administrators	Comparison of results from start to finish	Achieve 3000		
students not making	of student	Enroll in Intensive			Discovery Ed		
satisfactory progress	population				Discovery Ed		
		Reading			FCAT results		
in reading.	learning gaps due to their	Place in small			FCAT results		
					STAR Reading		
	disabilities.	group setting for educational			STAR Reading		
	At risk student	nurposos					
	population	purposes					
	Transient nature	Enroll in					
	of the student	Achieve 3000					
	population	Achieve 5000					
	population	Continue					
		progress					
		monitoring					
Dections Coal #55	2012 Current	2013 Expected	1				
reducing Obur no L.	Level of	Level of					
Students are placed at	Performance:*	Performance:*					
and fransition rogram	Periormance.	Periormance.					
through the IEP process							
when behaviors are severe							
enough to affect their							
learning. Scores from							
the progress monitoring,							
transfer grades and							
coursework from the zoned							
school determine their							
placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
	0%	0%					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
		1					

<u>Reading Professional Development</u>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
Introduction to CCSS standards	k-12	District Administrator	All instructional staff	On going	Sin in Sheets CCSS verification standards	SAC Chair Admin

Reading Budget (Insert rows as needed) N/A

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

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]).

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
proficient in listening/speaking.	At risk student population Transient nature of the student population	1.1. Enroll in Achieve 3000 Continue progress monitoring		start to finish	1.1. Achieve 3000 Discovery Ed FCAT results	
CELLA Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.						
	N/A					

	· · · · · · · · · · · · · · · · · · ·					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade- level text in English in a manner similar to non- ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
po M ha	At risk student population Transient nature of the student opulation	2.1. Enroll in Achieve 3000 Continue progress monitoring	2.1. Instructors and administrators	start to finish	2.1. Achieve 3000 Discovery Ed FCAT results	
CELLA Goal #2: 20 Pr Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	012 Current Percent of Students roficient in Reading:					
N/.	//A					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non- ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
proficient in writing.		 2.1. Begin utilizing the CCSS to write across the curriculum Daily writing prompts Continue progress monitoring 	2.1. Instructors and administrators		2.1. Discovery Ed FCAT results	
CELLA Goal #3: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	2012 Current Percent of Students Proficient in Writing :					
	N/A					
		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) N/A

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

End of CELLA Goals

Elementary School Mathematics Goals

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

Elementary Mathematics Goals	Problem- Solving Process to Increase Student Achievem ent					
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	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	At risk student population Transient nature of the student population Majority	IA.1 Enroll in Accelerated Math Continue progress monitoring	1A.1. Instructors and administrators	Comparison of results from start to finish	1A.1. Discovery Ed FCAT results	

Mathematics Goal #1A: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of Performance:*	2013 Expected Level of Performance:*					
	25%	35% 1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
in mathematics.	At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	1B.1. Enroll in Accelerated Math Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	1B.1. Instructors and administrators	comparison of results from start to finish	1B.1. Florida Alternative Assessment		

 Level of Performance:*	2013 Expected Level of Performance:*					
0%	0%					
	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]).

Elementary Mathematics Goals	Problem- Solving Process to Increase Student Achievem ent					
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	
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	risk student population Transient nature of the student population. Majority of student population has huge	1A.1. SES tutoring as appropriate Enroll in Accelerated Math Continue progress monitoring	1A.1. Instructors and administrators	1A.1. comparison of results from start to finish	IA.1. Discovery Ed FCAT results	

#1 A ·	Level of Performance:*	2013 Expected Level of Performance:*					
		0% 1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	Transient nature of the student population Majority of student population has huge	Enrolled	administrators	1B.1. comparison of results from start to finish	1B.1. Florida Alternative Assessment		

#1B.	Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Students scoring at or above Achievement Levels 4 and 5 in mathematics.	risk student population Transient nature of the student population.	2A.1. Enroll in Achieve 3000 Continue progress monitoring	2A.1. Instructors and administrators	2A.1 . Comparison of results from start to finish	2A.1. Discovery Ed FCAT results		
#2 A ·	Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
			2A.2.			2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

or above Level 7 in mathematics.	Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	Learning Systems derived from Access Points. Continue progress monitoring	Instructors and administrators	2B.1 . Comparison of results from start to finish	2B.1. Florida Alternative Assessment		
Mathematics Goal #2B: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	h	2013 Expected Level of Performance:*					
	0%	0%					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	risk student population Transient nature of the student population Majority of student population	SES tutoring as appropriate	3A.1. Instructors and administrators	Comparison of results from start to finish	3A.1. Star Math FCAT scores		
Mathematics Goal_ #3A·	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	

		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
Alternate Assessment: Percentage of students making learning gains in mathematics.	At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	Low student ratio tutoring/	3B.1. Instructors and administrators	Comparison of results from start to finish	3B.1. Florida Alternative Assessment		
#3B.	Level of	2013 Expected Level of Performance:*					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
		<u></u>	n n id				
Based on the analysis of student achievement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy			
data and reference to	Burner		responsible for womoning	Encentences of Strategy	Evaluation Tool		
"Guiding Questions,"							
identify and define areas							
in need of improvement for the following group:							
	4A.1. At	4A.1.	4A.1.	4A.1.	4A.1		
Percentage of	risk student		Instructors and administrators	Comparison of results from start to			
		Enroll in		finish			
	Transient nature of the student	Accelerated Math			Discovery Ed		
	population.	141411			FCAT results		
mathematics	Majority	Continue					
	of student	progress					
	population has huge	monitoring					
	learning gaps						
	due to their						
	disabilities.						
Mathematics Goal	2012 Current	2013 Expected					
#4A:	Level of	Level of					
<u>#4A.</u>	Performance:*	Performance:*					
Students are placed at the							
Transition Program through the IEP process when							
behaviors are severe enough	1						
to affect their learning.							
Scores from the progress							
monitoring, transfer grades and coursework from the							
zoned school determine							
their placement.							
Academic Goals are							
individually addressed for each student to address							
specific needs.							
l'							

	0%	0%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	Low student/	4B.1. Instructors and administrators	Comparison of results from start to finish	4B.1 Florida Alternative Assessment ULS evaluations		
Mathematics Goal #4B: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.		2013 Expected Level of Performance:*					
	0%	0%					

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>N/A</u>	There are not enough students to form subgroups for baseline data					
<u>Mathematics Goal.</u> #5A:							
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Indian) not making satisfactory progress in mathematics.	nic: can Indian: <mark>are not enough students</mark> n subgroups for baseline		5B.1.	5B.1.	5B.1.		
#5B: Sub groups are not generated for this student population, enrollment counts don't meet the AYP subgroup minimum.	mance:* Pe	013 Expected Level of erformance:*					
White: Black: Hispani Asian: Americ	Bl hic: Hi As can Indian: Ai	Vhite: Black: Iispanic: Isian: Imerican Indian: B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
						5B.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Language Learners (ELL) not making satisfactory progress in mathematics.	There are not enough students to form subgroups for baseline data		5C.1.	5C.1.	5C.1.		
#5C ²		2013 Expected Level of Performance:*					
	0%	0%					
	There are not enough students to form subgroups for baseline data		5C.2.			5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	

	i					i .	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
and reference to "Guiding							
Questions," identify and							
define areas in need of							
improvement for the							
following subgroup:							
5D. Students			5D.1.		5D.1.		
with Disabilities	risk student		Instructors and administrators	Comparison of results from start to	Star Math		
(SWD) not making	population	teacher ratio		finish	5. 51		
	Transient nature	- II.			Discovery Ed		
		Enroll in					
in mathematics.	population.	Accelerated			FCAT results		
		Math					
	Majority	Cantinu					
		Continue					
	population has	progress					
	huge learning	monitoring					
	gaps due to their disabilities.						
		2012 5 1					
Mathematics Goal	2012 Current	2013 Expected					
<u>#5D:</u>	Level of	Level of					
	Performance:*	Performance:*					
Students are placed at the							
Transition Program through							
the IEP process when							
behaviors are severe enough							
to affect their learning.							
Scores from the progress							
monitoring, transfer grades							
and coursework from the							
zoned school determine their							
placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
	N/A	N/A					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	

	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	5E.1.	5E.1.		5E.1.		
risk student		Instructors and administrators				
Transient nature				Discovery Ed		
				FCAT results		
	Math					
Majority	a <i>i</i>					
huge learning	monitoring					
gaps due to their disabilities	ſ					
2012 Current	2013 Expected					
r errormance.	r erformance.					
	Barrier 5E.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to thein disabilities.	Anticipated BarrierStrategy5E.1. At risk student population transient nature of the student population.5E.1. Low student/ teacher ratio Enroll in Accelerated MathMajority of student population has huge learning gaps due to their disabilities.Continue portes monitoring 2012 Current Level of	Anticipated BarrierStrategyPerson or Position Responsible for Monitoring5E.1. At risk student population transient nature of the student population.5E.1. Low student/ Enroll in Accelerated Math5E.1. Instructors and administrators Instructors and administrators population teacher ratioMajority of student population has huge learning disabilities.Continue progress monitoring2012 Current Level of2013 Expected Level of	Anticipated BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine Effectiveness of Strategy5E.1. At risk student population Transient nature of the student population.5E.1. Low student/ teacher ratio Enroll in Accelerated Math5E.1. Instructors and administrators Accelerated Math5E.1. Comparison of results from start to finishMajority of student population.Continue progress monitoring gaps due to their disabilities.2012 Current Level of2013 Expected Level of	Anticipated BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine Effectiveness of StrategyEvaluation Tool5E.1. At risk student population Transient nature population.5E.1. Instructors and administrators5E.1. Comparison of results from start to finish5E.1. Discovery EdMajority of student gaps due to theirContinue progress monitoring gaps due to their2013 Expected Level of2013 Expected Level ofEncolImage: Continue population has huge learning	Anticipated BarrierStrategyPerson or Position Responsible for MonitoringProcess Used to Determine Effectiveness of StrategyEvaluation Tool5E.1. At risk student population Transient nature population, Accelerated Math muge learning gaps due to their disabilities.5E.1. SE.1. Comparison of results from start to finish5E.1. SE.1. Comparison of results from start to finishMajority of ts student population accelerated muge learning gaps due to their disabilities.2013 Expected Level ofEarlies2012 Current Level of2013 Expected Level ofEarliesEarlies

Γ	Ì	N/A	N/A					
Γ			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
L								
			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]).

dle S	chool Mathema	Problem- Solving Process to Increase Student Achievem ent					
	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	
	Achievement Level 3 in mathematics.	risk student population Transient nature of the student population. Majority of student population	Low student/ teacher ratio	1A.1. Instructors and administrators	Comparison of results from start to finish	1A.1. Star Math Discovery Ed FCAT results	

Mathematics Goal #1A: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their	teacher ration	1B.1. Instructors and administrators	1B.1. Comparison of results from start to finish	1B.1. Florida Alternative Assessment		

#1B [.]	Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achievement data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
"Guiding Questions,"						
identify and define areas						
in need of improvement for the following group:						
	2A.1. At	2A.1.	2A.1.	2A.1	2A.1. Star Math	
	risk student	Low student/	Instructors and administrators	. Comparison of results from start		
at or above		teacher ration		to finish	Discovery Ed	
Achievement	Transient nature of the student	Enroll in			FCAT results	
		Achieve 3000			real lesuits	
mathematics.						
		Continue				
	of student population has	progress monitoring				
	huge learning	_				
	gaps due to their					
Mathematics Carl	disabilities. 2012 Current	2013 Expected				
Mathematics Goal	Level of	Level of				
<u>#2A:</u>	Performance:*	Performance:*				
Enter narrative for the						
goal in this box.						
Students are placed at						
the Transition Program						
through the IEP process						
when behaviors are severe						
enough to affect their learning. Scores from						
the progress monitoring,						
transfer grades and						
coursework from the zoned school determine their						
placement.						
Academic Goals are						
individually addressed for						
each student to address specific needs.						
specific needs.						
	0%	0%				

		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
Alternate Assessment: Students scoring at or above Level 7 in mathematics. <u>Mathematics Goal</u>	risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	Enroll in Achieve 3000 Enrolled in Unique Learning Systems derived from Access Points.	2B.1. Instructors and administrators	2B.1. comparison of results from start to finish	2B.1 ULS evaluations Florida Alternative Assessment		
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.		09/					
	0%	0%					

		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	risk student population Transient nature of the student population. Majority	Achieve 3000 Continue progress monitoring	3A.1 . Instructors and administrators	. Comparison of results from start to finish	3A.1. Star Math Discovery Ed FCAT results		

Mathematics Goal #3A: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of Performance:*	<u>2013 Expected</u> Level of Performance:*					
	N/A	NN/A					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	Low student/ teacher ratio Enrolled in Unique Learning Systems derived from Access Points.	3B.1. Instructors and administrators	start to finish	3B.1. USL evaluations Florida Alternative Assessment		

Mathematics Goal #3B: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
						3B.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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

Percentage of students in lowest 25% making learning gains in mathematics.	risk student population Transient nature of the student population. Majority of student	Enroll in Achieve 3000 Continue progress monitoring	4A.1. Instructors and administrators	Comparison of results from start to finish	4A.1 . Star Math Discovery Ed FCAT results		
Mathematics Goal #4A: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0% 4A.2.				4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

25% making learning gains in mathematics.	huge learning gaps due to their	Enrolled in Unique Learning Systems derived from Access	. Instructors and administrators	Comparison of results from start to finish	4B.1. USL evaluations Florida Alternative Assessment		
Mathematica Cost	disabilities. 2012 Current	Continue progress monitoring 2013 Expected					
Mathematics Goal #4B:	Level of Performance:*	Level of Performance:*					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	0%	0%					
						4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

D 1 150	2011 2012	0010 0010	2012 2014	2014 2015	2015 2016	2016-2017	
Based on ambitious but achievable Annual	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Measurable Objectives							
(AMOs), identify							
reading and mathematics							
performance target for							
the following years							
	Baseline						
school will reduce	data 2010-	There are					
their achievement	2011	not enough					
	-011	students					
gap by 50%.		to form					
		subgroups for					
		baseline data					
Mathematics Goal							
#5A:							
<u>#JA.</u>							
Students are placed at							
the Transition Program							
through the IEP process							
when behaviors are severe							
enough to affect their							
learning. Scores from							
the progress monitoring,							
transfer grades and							
coursework from the zoned							
school determine their							
placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
data and reference to							
"Guiding Questions,"							
identify and define areas							
in need of improvement							
for the following							
subgroups:							

	len i	len i)
	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		1 1
subgroups by	White:						1 1
	Black:						1 1
	Hispanic: Asian:						1 1
	American						1 1
	Indian:						1 1
mulan) not making							1 1
satisfactory progress	There are						1 1
in mathematics.	not enough						1 1
	students						1 1
	<mark>to form</mark>						1 1
	subgroups for						1 1
	<mark>baseline data</mark>						4
	2012 Current	2013 Expected					1
#5 <u>B:</u>	Level of	Level of					1
Sub groups are not	Performance:*	Performance:*					1
generated for this student							1 1
population, enrollment							1
counts don't meet the							1 1
AYP subgroup minimum.							1
							1
							1
							1
		White:					1
	White:	Black:					1 1
	Black:	Hispanic:					1 1
	Hispanic:	Asian:					1 1
	Asian: American	American					1 1
	Indian:	Indian:					1
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	i1
		50.2.	50.2.	55.2.	55.2.	50.2.	1 1
							1 1
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
							1 1
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		1 1
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy			1
data and reference to							1
"Guiding Questions,"							1 1
identify and define areas							1 1
in need of improvement for the following							1
subgroup:							1
subgroup.							

5C. English	5C.1. At	5C.1.	5C.1	5C.1.	5C.1.		
Languaga Laannang	risk student	50.11	. Instructors and administrators	Comparison of results from start to	50.11		
Language Learners	population	Enroll in			Discovery Ed		
(ELL) not making	Transient nature	Achieve 3000					
satisfactory progress		a .:			FCAT results		
in mathematics.		Continue					
		progress monitoring					
	population has	monitoring					
	huge learning	SES tutoring as					
	gaps due to their	appropriate					
	disabilities.						
		Low teacher/					
		student ratio					
intrating of the	2012 Current Level of	2013 Expected Level of					
<u>#5C:</u>		Level of Performance:*					
	<u>r entormance. ·</u>	<u>r enormance. ·</u>					
Students are placed at the Transition Program							
through the IEP process							
when behaviors are severe							
enough to affect their							
learning. Scores from							
the progress monitoring,							
transfer grades and							
coursework from the zoned							
school determine their placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
	0%	0%					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
		50.5.	50.5.	50.5.	50.5.	JC.J.	
L							

		-				
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
of student achievement	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
data and reference to						
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following						
for the following						
subgroup:						
5D. Students	5D.1. At	5D.1.	5D.1	5D.1	5D.1.	
with Disabilities	risk student			. Comparison of results from start	Florida Alternative Assessment	
with Disabilities		Low teacher/	. Instructors and administrators	to finish		
(SWD) not making	Transient nature					
satisfactory progress	of the student	student runo				
		Continuous				
in mathematics.	µ 1					
		progress				
		monitoring				
	of student					
	population has					
	huge learning					
	gaps due to their					
	disabilities.					
		2012 E 4 1				
Mathematics Goal	2012 Current	2013 Expected				
#5D:		Level of				
<u> </u>	Performance:*	Performance:*				
St. Jan 42 and 12 and 14						
Students are placed at						
the Transition Program						
through the IEP process						
when behaviors are severe						
enough to affect their						
learning. Scores from						
the progress monitoring,						
transfer grades and						
coursework from the zoned						
school determine their						
placement.						
Academic Goals are						
individually addressed for						
each student to address						
specific needs.						
	NA	NA				

	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
		50.5.		50.5.		

		<u><u> </u></u>	D D iii			
Based on the analysis of student achievement	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
data and reference to	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
"Guiding Questions,"						
identify and define areas						
in need of improvement						
for the following						
subgroup:						
	5E 1 A+	5E.1.	5E.1.	5E.1	5E.1.	
	5E.1. At risk student		Instructors and administrators	. Comparison of results from start	5E.1.	
Disadvantaged	nonviotion	SES tutoring as		to finish	Discovery Ed	
students not making	Transiant natura	appropriate		to minsh	Discovery Ed	
satisfactory progress	of the student	Enroll in			FCAT results	
	population.	Achieve 3000			I CAT lesuits	
in mathematics.	population.	Achieve 5000				
	Majority	Continue				
	of student	progress				
	population	monitoring				
	has huge	monitoring				
	learning gaps					
	due to their					
	disabilities.					
Mathematics Goal	2012 Current	2013 Expected				
	Level of	Level of				
<u>#5E:</u>	Performance:*	Performance:*				
	r errormance.	r errormanee.				
Students are placed at						
the Transition Program						
through the IEP process						
when behaviors are severe						
enough to affect their						
learning. Scores from						
the progress monitoring,						
transfer grades and						
coursework from the zoned						
school determine their						
placement. Academic Goals are						
individually addressed for						
each student to address						
specific needs.						
specific fields.						
	377.4	377.4				ļ
	N/A	N/A				

	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]).

gh School Mathemat	i Problem- Solving Process to Increase Student Achievem ent					
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. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics	Transient nature	1.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	1.1 . Instructors and administrators	1.1. Comparison of results from start to finish	1.1. Florida Alternative Assessment ULS evaluation	

Mathematics Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of	2013 Expected Level of Performance:*					
	0%	0%	ł'	ł'			
		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 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		

2. Florida Alternate			2.1	2.1	2.1.		
Assessment:		in Unique	. Instructors and administrators	. Comparison of results from start to			
Students scoring at	population Transient nature	Learning Systems derived		finish	Florida Alternative Assessment		
or above Level 7 in		from Access			ULS evaluations		
mathematics.		Points.			OLD evaluations		
mathematics.	Majority						
		Continue					
		progress					
		monitoring					
	learning gaps						
	due to their disabilities.						
Mathematics Goal #2:		2013 Expected				L	
wrathematics Goal #2:	Level of	Level of					
	Performance:*	Performance:*					
Students are placed at the							
Transition Program through							
the IEP process when							
behaviors are severe enough							
to affect their learning.							
Scores from the progress							
monitoring, transfer grades							
and coursework from the zoned school determine their							
placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
2	0%	0%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

		i			i	Ì	i
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
and reference to "Guiding Questions," identify and							
define areas in need of							
improvement for the							
following group:							
	3.1. At risk	3.1 Enrolled	3.1.	3.1	3.1		
Assessment:		in Unique	Instructors and administrators	. Comparison of results from start to			
	population	Learning		finish	Florida Alternative Assessment		
Percentage of students	Transient nature	Systems derived			ULS evaluation		
making learning gains	of the student	from Access					
in mathematics.	population.	Points.					
	Mai ani 44	Cantinua					
	Majority of student	Continue progress					
		monitoring					
	has huge	intering					
	learning gaps						
	due to their						
	disabilities.						
Mathematics Goal #3:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Students are placed at the							
Transition Program through							
the IEP process when behaviors are severe enough							
to affect their learning.							
Scores from the progress							
monitoring, transfer grades							
and coursework from the							
zoned school determine their							
placement.							
Academic Goals are							
individually addressed for							
each student to address specific needs.							
specific fields.							
	N/A	N/A					
		3.2.	3.2.	3.2.	3.2.	3.2.	

		3.3.	3.3.	3.3.	3.3.	3.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: Percentage of students in lowest 25% making o	student population Fransient nature of the student	Systems derived	4.1. Instructors and administrators	4.1. Comparison of results from start to finish	4.1 . Florida Alternative Assessment ULS evaluation		
mathematics.	Majority of student population has huge	from Access Points. Continue progress monitoring					
Mathematics Goal #4 2		2013 Expected Level of Performance:*					
	N/A	N/A					

	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

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

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

Algebra 1 EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
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	
in Algebra 1.	 1.1. Majority of student population has huge learning gaps due to their disabilities. Majority of students on option 1 diploma 	1.1. Progress Monitoring Part time tutoring	1.1. Instructors and administrators	1.1. Pre and post data from school evaluation	1.1. EOC Exam	

Algebra 1 Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		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 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		

	A A A A	la .					
2. Students scoring	2.1. At risk	2.1.	2.1	2.1.	2.1		
at or above		Part time			EOC scores		
Achievement Levels 4	population	tutoring as	. Instructors and administrators	evaluation			
and 5 in Algebra 1.	of the student	appropriate					
and 5 m Aigebra 1.	population.	Progress					
	population.	monitoring					
	Majority	monitoring					
	of student						
	population						
	has huge						
	learning gaps						
	due to their						
	disabilities.						
	Majority						
	on option 1 diploma						
		2013 Expected					
<u>Algebra Goal #2:</u>	Level of	Level of					
		Performance:*					
Students are placed at the	<u></u>	i enternanee.					
Transition Program through							
the IEP process when							
behaviors are severe enough							
to affect their learning.							
Scores from the progress							
monitoring, transfer grades							
and coursework from the							
zoned school determine thei	r						
placement.							
Academic Goals are							
individually addressed for each student to address							
specific needs.							
specific fields.							
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
performance target for the following years							
3A. In six years,	Baseline						
school will reduce	data 2010-						
their achievement		Due to the					
gap by 50%.							
Sup 03 3070	<u>N/A</u>	transitory nature of					
		the student					
		population					
		baseline					
		data is not					
		available.					
		The same					
		students are					
		not assessed					
		from year					
		to the next.					
Algebra 1 Goal #3A:							
Students are placed at the							
Transition Program through							
the IEP process when							
behaviors are severe enough to affect their learning.							
Scores from the progress							
monitoring, transfer grades							
and coursework from the							
zoned school determine their placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
			ļ	ļ			

		-					· · · · · · · · · · · · · · · · · · ·
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
and reference to "Guiding Questions," identify and							
define areas in need of							
improvement for the							
following subgroups:							
3B. Student	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
subgroups by	White:						
	Black:						
ethnicity (White,	Hispanic:						
Black, Hispanic,	Asian:						
Asian, American	American						
Indian) not making	Indian:						
satisfactory progress	Sub groups not						
in Algebra 1.	generated						
Algebra 1 Goal #3B:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Sub groups are							
not generated due							
to the transient							
nature of the student							
population and							
enrollment counts							
do not meet the AYP							
subgroup minimum.							
		White:					
		Black:					
	Hispanic: Asian:	Hispanic: Asian:					
		Asian. American					
		Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
	L		1				

Based on the analysis of	A	Cturate and	Person or Position	Process Used to Determine	Evaluation Tool	Í	
student achievement data	Anticipated Barrier	Strategy	Responsible for Monitoring	Effectiveness of Strategy	Evaluation 1001		
and reference to "Guiding	Darrier		Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and define areas in need of							
improvement for the							
following subgroup:		1 C 1					
3C. English Language	3C.1. At		3C.1.		3C.1.		
Learners (ELL) not	risk student		Instructors and administrators	Pre and post data from school			
making satisfactory	population	Progress		evaluation			
	Transient nature	monitoring					
progress in Algebra	of the student	~ .			EOC exam results		
1.		Student					
		Tutoring					
	Majority	FOG					
		EOC summer					
		camp					
	has huge						
	learning gaps						
	due to their						
	disabilities.						
Algebra 1 Goal #3C:	2012 Current	2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Students are placed at the							
Transition Program through							
the IEP process when							
behaviors are severe enough							
to affect their learning.							
Scores from the progress							
monitoring, transfer grades							
and coursework from the							
zoned school determine their							
placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
	N/A	N/A					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
1							
L							

	i	ŕ –	i	i	i	i	
		3C.3.		3C.3.	3C.3.	3C.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
with Disabilities	At risk student		Instructors and administrators	Pre and post data from school			
(SWD) not making	population	D		evaluation	EOC exam results		
satisfactory progress	Transient nature of the student	Progress					
	population.	monitoring					
in Algebra 1.	population.	EOC summer					
		camp					
	of student	P					
	population						
	has huge						
	learning gaps						
	due to their						
	disabilities.	2012 E					
Algebra 1 Goal #3D:	2012 Current Level of	2013 Expected Level of					
		Level of Performance:*					
Students are placed at the Transition Program through	r errormanee.	<u>i eriormanee.</u>					
the IEP process when							
behaviors are severe enough							
to affect their learning.							
Scores from the progress							
monitoring, transfer grades							
and coursework from the							
zoned school determine their							
placement.							
Academic Goals are individually addressed for							
each student to address							
specific needs.							
Specific fields.							
	N/A	N/A					

	i	í	i	i	î.	i	
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
and reference to "Guiding	Darrier		Responsible for wontoring	Effectiveness of Strategy			
Questions," identify and							
define areas in need of improvement for the							
following subgroup:							
3E. Economically	3E.1. At risk student	3E.1.	3E.1 . Instructors and administrators	3E.1. Pre and post data from school	3E.1		
Disadvantaged students not making	population	Student		evaluation	EOC exam results		
satisfactory progress	Transient nature of the student	Tutoring					
in Algebra 1.		EOC summer					
8	Majority	camp					
	of student	Progress					
	population	monitoring					
	has huge learning gaps						
	due to their						
Algebra 1 Goal #3E:	disabilities. 2012 Current	2013 Expected					
Aigeola i Obal #3E.	Level of	Level of					
	Performance:*	Performance:*					
Students are placed at the Transition Program through							
the IEP process when							
behaviors are severe enough to affect their learning.							
Scores from the progress							
monitoring, transfer grades and coursework from the							
zoned school determine their							
placement. Academic Goals are							
individually addressed for							
each student to address							
specific needs.							

Γ	1	N/A	N/A					
Γ			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
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 scoring at Achievement Level 3 in Geometry.	. Majority of student population has huge learning gaps due to their	1.1. Progress monitoring Summer school Student tutoring		1.1 . Pre and post data from school evaluation	1.1. EOC score	

	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		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 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		

			í	i			
	2.1	2.1.	2.1.	2.1.	2.1		
at or above	. At risk student	Part time	Instructors and administrators	Pre and post data from school	EOC score		
Achievement Levels	population Transient nature	tutoring		evaluation			
4 and 5 in Geometry.	of the student	Progress					
	population	monitoring					
	Majority	0					
	of student						
	population						
	has huge						
	learning gaps due to their						
	due to their disabilities.						
Geometry Goal #2:		2013 Expected					
<u>Ocomeny Ooar #2.</u>	Level of	Level of					
Students are placed at	Performance:*	Performance:*					
the Transition Program							
through the IEP process							
when behaviors are severe							
enough to affect their							
learning. Scores from							
the progress monitoring,							
transfer grades and coursework from the zoned							
school determine their							
placement.							
Academic Goals are							
individually addressed for							
each student to address							
specific needs.							
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.2.	۷.۷.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	
Based on ambitious	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
but achievable Annual							
Measurable Objectives							
(AMOs), identify							
reading and mathematics performance target for							
the following years							
the following years							

school will reduce	data 2011- 2012	Data not available as the student population is transitory in nature.				
Geometry Goal #3A: Data not available as the student population is transitory in nature.	1					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian: Data not available as the student population is transitory in nature.	3B.1.	3B.1.	3B.1.	3B.1.	

Scomery Sour (5)	<u>Level of</u> Performance:*	2013 Expected Level of Performance:*					
	Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
(ELL) not making satisfactory progress	risk student population Transient nature	3C.1. Progress monitoring SES tutoring	3C.1. Instructors and administrators	3C.1. Pre and post data from school evaluation	3C.1. EOC score		

	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3D. Students	3D.1	3D.1	3D.1.	3D.1.	3D.1		
with Disabilities	50.1		Instructors and administrators	Pre and post data from school	. EOC score		
	. At risk student			evaluation			
(SWD) not making	population						
satisfactory progress	Transient nature	Progress					
in Geometry.		monitoring					
	population . Majority						
	of student						
	population						
	has huge						
	learning gaps						
	due to their						
	disabilities.						
Geometry Goal #3D:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
Students are placed at	Performance:*	Performance:*					
the Transition Program							
through the IEP process when behaviors are severe							
enough to affect their							
learning. Scores from							
the progress monitoring,							
transfer grades and							
coursework from the zoned							
school determine their							
placement.							
Academic Goals are individually addressed for							
each student to address							
specific needs.							
l.							
	N/A	N/A					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	At risk student population Transient nature	Tutoring	3E.1 . Instructors and administrators	Pre and post data from school	3E.1 EOC score	
Geometry Goal #3E: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement.	learning gaps due to their disabilities. 2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Academic Goals are individually addressed for each student to address specific needs.	N/A	N/A				

Γ		3E.2.		3E.2.	3E.2.	3E.2.	
Γ		3E.3.	46.4	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 Activities 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
None at this time						

<u>Mathematics Budget</u> (Insert rows as needed) N/A

· · · · · · · · · · · · · · · · · · ·				
Include only school-based funded activities/materials and exclude district funded activities /materials. N/A				
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 Mathematics Goals

Elementary and Middle School Science Goals

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

	Problem- Solving Process to Increase Student Achievem ent					
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	
Students scoring at Achievement Level 3 in science.	At risk student population Transient nature of the student	1 A.1. Progress monitoring Student tutoring		1A.1 . Pre and post data from school evaluation	1A.1 . FCAT results	

Science Goal #1A: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of Performance:*	2013 Expected Level of Performance:*					
	0%	0%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
Students scoring at	. At risk student	Progress	1B.1. Instructors and administrators		1B.1. FCAT results		

 Level of Performance:*	2013 Expected Level of Performance:*					
0%	0%					
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
and reference to "Guiding							
Questions," identify and							
define areas in need of							
improvement for the							
following group:		- · · ·					
2A. FCAT 2.0: Students	2A.1.	2A.1.	2A.1	2A.1	2A.1		
scoring at or above	At risk student		. Instructors and administrators	. Pre and post data from school	. FCAT results		
		Progress		evaluation	D . D .		
	Transient nature	monitoring			Discovery Ed		
	of the student	Ct. Jant					
	population	Student					
	2012 C	Tutoring					
Science Goal #2A:	2012 Current Level of	2013Expected					
		Level of Performance:*					
	renormance:*	renormance:*					
Students are placed at the							
Transition Program through the							
IEP process when behaviors							
are severe enough to affect							
their learning. Scores from the progress monitoring, transfer							
grades and coursework from the							
zoned school determine their							
placement.							
Academic Goals are							
individually addressed for each							
student to address specific							
needs.							
	0.0/	0.07					
	0%	0%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
		•	•	•	•	•	

Assessment: Students scoring at or above Level 7 in science.	. At risk student population Transient nature	Enrolled in Unique	Instructors and administrators	Pre and post data from school	2B.1. ULS evaluations Florida Alternative Assessment		
	2	2013Expected Level of Performance:*					
	0%	0%					
		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]).

High School Science Goals	Problem- Solving Process to Increase Student Achievem ent					
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	
Assessment: Students scoring at	At risk student population Transient nature of the student population	1.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	Instructors and administrators	1.1. Pre and post data from school evaluation	1.1. ULS Florida Alternative Assessment	

Science Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	Level of Performance:*	<u>2013 Expected</u> Level of Performance:*					
	0%	0%					
		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 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		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in	At risk student population Transient nature of the student population	Enrolled in Unique	2.1. Instructors and administrators	2.1. Pre and post data from school evaluation	2.1. ULS. Florida Alternative Assessment		

 Level of Performance:*	2013Expected Level of Performance:*					
0%	0%					
	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]).

Biology 1 EOC	Problem-			
Goals	Solving			
	Process to			
	Increase			
	Student			
	Achievem			
	ent			

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
and reference to "Guiding							
Questions," identify and							
define areas in need of							
improvement for the							
following group:							
1. Students scoring at	1.1.	1.1.	1.1.	1.1.	1.1.		
1. Students scoring at	At risk student		Instructors	1.1.	1.1.		
Achievement Level 3 in	population	Student tutoring		Pre/Post data from school	EOC exam score		
Biology 1.		Progress	Administration	evaluation	Loc exam score		
	Transient nature	monitoring		evaluation			
	of the student	monitoring					
	population						
		2012 E-m					
Biology 1 Goal #1:		2013 Expected					
	Level of	Level of					
	Performance:*	Performance:*					
Students are placed at the							
Transition Program through the							
IEP process when behaviors							
are severe enough to affect							
their learning. Scores from the							
progress monitoring, transfer							
grades and coursework from the							
zoned school determine their							
placement.							
Academic Goals are							
individually addressed for each							
student to address specific							
needs.							
	0.0/	0.07					
	0%	0%					
		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	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier		Responsible for Monitoring	Effectiveness of Strategy			
and reference to "Guiding							
Questions," identify and							
define areas in need of							
improvement for the							
following group:							
2. Students scoring at			2.1.	2.1.	2.1.		
or above Achievement	At risk student		Administration, Instructors	Pre and post data from school	EOC exam score		
	population Transient nature	monitoring		evaluation			
	of the student	Student					
	population	Tutoring					
		2013 Expected					
Biology 1 Goal #2:	Level of	Level of					
	Performance:*	Performance:*					
		r errormance.					
Transition Program through the IEP process when behaviors							
are severe enough to affect their learning. Scores from the							
progress monitoring, transfer							
grades and coursework from the							
zoned school determine their							
placement.							
Academic Goals are							
individually addressed for each							
student to address specific							
needs.							
	0%	0%			l		
	0.70	0.70					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		£.2.	<i>2.2</i> .	£.£.	£.2.	<i>2.2</i> .	
		2.3.	2.3.	2.3.	2.3.	2.3.	
			2.3.	L.J.	<u> </u>	2.2.	
			I	I	ļ	I	

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
N/A						

Science Budget (Insert rows as needed) N/A

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

<u>Writing Goals</u>

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

Writing Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
define areas in need of improvement for the following group:						
1A. FCAT: Students scoring at	1A.1. At risk student	1A.1		1A.1. Pre and post data from school	1A.1.	
Achievement Level	population Transient nature	. progress monitoring			Florida Writes	
3.0 and higher in	of the student	-				
writing.	r 1	CCSS benchmarks				

<u> </u>		2013 Expected Level of Performance:*					
	0%	0%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	risk student population Transient nature of the student	monitoring	1B.1. Administration/Instructors		1B.1. Florida Writes		

	2013 Expected Level of Performance:*					
0%	0%					
	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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 PD Facilitator PD Participants Target Dates (e.g., Early Grade Level/ Person or Position Responsible for and/or PLC Focus (e.g., PLC, subject, grade level, or Release) and Schedules (e.g., and/or Strategy for Follow-up/Monitoring Subject Monitoring PLC Leader school-wide) frequency of meetings) Introduction to the Administrator 1-12 Sign in sheets Sac Chair/Administration Instructional staff ongoing CCSS benchmarks CCSS Team

Writing Professional Development

Writing Budget (Insert rows as needed) N/A

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 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]).

Civics EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
Based on the analysis of student achievement 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	
for the following group: 1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.	

Civics Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs. <i>Enter narrative for the</i> <i>goal in this box.</i>	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		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 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		
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.	2.1.	2.1.	2.1.	2.1.	2.1.		

	<u>2013 Expected</u> Level of Performance:*					
N/A	N/A					
	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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
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 Achievem ent					
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	
	1.1.	1.1.	1.1.	1.1.	1.1.	

U.S. History Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs. <i>Enter narrative for the</i> <i>goal in this box.</i>	Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
		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 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		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		

U.S. History Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	Level of					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

<u>0.5. Ilistor y 1 101</u>		eropinene				
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 Professional Development

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

Attendance Goal(s)

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

Goal(s)	Problem- solving Process to Increase Attendan ce					
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	At risk student population. Transitory population Majority ESE population	with Dean, Mental Health Specialist, and Parent conferences. Assistance with YRO District with truancy team			1.1. eschool plus	
Attendance Goal #1: Increase attendance by 30 %.	Attendance	2013 Expected Attendance Rate:*				
	data for current attendance rate in	Enter numerical data for expected attendance rate in this box. 98%				

2012 Cur Number of Students Excessive Absences (10 or mo	of Number of with Students with e Excessive s Absences ore) (10 or more)					
Enter numer data fo curren numbe absenc this bo 1	ical numerical or data for at expected er of number of ces inabsences in					
more)	of Number of with Students with e Excessive s (10 or Tardiness (10 or more)					
Enter num data for cu number of students ta this box. 1	urrent data for expected		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
None at this time						

Attendance Budget (Insert rows as needed) N/A

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 Attendance Goals

Suspension Goal(s)

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

			inc percentage	e represents next to the p	ereentage (e.g. 707	5 (55)).	· · · · · · · · · · · · · · · · · · ·
Suspension	Problem-						
Goal(s)	solving						
Utai(s)							
	Process to						
	Decrease						
	Suspension						
	Suspension						
Based on the analysis	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
of suspension data, and	Barrier		Responsible for Monitoring	Effectiveness of			
reference to "Guiding				Strategy			
Questions," identify and							
define areas in need of improvement:							
1. Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
1. Suspension			All staff	Behavior Levels			
	At risk student	consultation with			eschool plus		
		Dean, Mental and		Oss forms	-		
		Health Specialist,					
	Transitory student	D (C					
	population	Parent conferences.					
	100% ESE	Individual Goal					
		Setting					
	2012 Total Number	2013 Expected					
Buspenbion Gour #1.		Number of					
	Suspensions	In- School					
Decrease the percentages		Suspensions					
of suspensions by 30 %							
	Enter numerical data for current number of	Enter numerical data for expected number of					
	in-school suspensions	in-school suspension					
	0	s: 0					
	2012 Total Number	2013 Expected					
	of Students	Number of Students					
		Suspended					
	In-School Enter numerical data	In -School Enter numerical data					
	for current number of	Enter numerical aata for expected number of					
	students suspended	students suspended					
	in-school	in- school					
	0	0					
	Y	Y					

Number of Out-of- School Suspensions	2013 Expected Number of Out-of-School Suspensions					
for current number of students suspended	Enter numerical data for expected number of students suspended out- of- school 15					
of Students Suspended	2013 Expected Number of Students Suspended Out- of-School					
for current number of students suspended	Enter numerical data for expected number of students suspended out- of- school 10					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

Suspension 1 role.						
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/	PD Facilitator	PD Participants	Target Dates (e.g., Early	Stratagy for Follow up/Monitoring	Person or Position Responsible for
and/of PLC Focus	Subject	and/or PLC Leader	(e.g., PLC, subject, grade level, or school-wide)	Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Monitoring
None at this time						

Suspension Budget (Insert rows as needed) N/A

	,	1	I
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 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 Dropout Prevention			Presents liext to the p		
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	Strategy	Evaluation Tool	
1. Dropout Prevention	population 100% ESE population Transitory population	counselors, Parent conferences . Character counts strategies. Individual Behavior Goals	1.1 All Staff	Level sheets	1.1. eschool plus District records Behavior levels	
Dropout Prevention Goal #1: Maintain percentage of students enrolled, decrease drop-out rate.		2013 Expected Dropout Rate:*				

data for dropout	Enter numerical data for expected dropout rate in this box. 0%					
2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
data for	Enter numerical data for expected graduation rate in this box. N/A					
	1.2.	1.2.	1.2.	1.2.	1.2.	
	1.3.	1.3.	1.3.	1.3.	1.3.	

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
None at this time						

Dropout Prevention Budget (Insert rows as needed) N/A

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 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	Problem-		r	represents next to the p		
Goal(s)	solving					
Gom(s)	Process					
	to Parent					
	Involveme					
	nt					
Based on the analysis of parent	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
involvement data, and reference to "Guiding Questions," identify	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
and define areas in need of				Strategy		
improvement:						
	1.1.	1.1. M. 41	1.1.	1.1. D	1.1. SAGNG - 4	
	At risk student population	Monthly meetings	Principal SAC Chair		SAC Minutes Survey results	
	population		Behavior Specialist		Meetings	
	100% ESE	handouts	Dean		C	
	population	Parenting classes Phone calls	Teachers			
		Web page				
	student	Psychiatric				
	population 2012 Current	appointments 2013 Expected				
#1:		Level of Parent				
#1.	Involvement:*	Involvement:*				
Increase parent involvement in						
school related activities.						
*Please refer to the						
percentage of parents who participated in school						
activities, duplicated or						
unduplicated.						
unaupricaiea.						

data level	a for current el of parent lovement in this in c. b	Enter numerical lata for expected evel of parent nvolvement in this pox 20%.					
	1	1.2.	1.2.	1.2.	1.2.	1.2.	
	1	1.3.	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
None at this time						

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	Amount
Postage	Monthly parent news letter	Title 1	41.00
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
Annual Meeting/Open house	Handouts,	Title 1	70.00
Subtotal:			
Total: \$111.00			

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, 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
STEM Goal #1: Enter narrative for the goal in this box.	1.1.			1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	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	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 STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, 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
The Terrentities Cale at instants in the commission	At risk population	1.1. Choices Career Navigators Career Library	1.1. All staff	1.1. Completion of program	1.1. Time card Level sheets
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	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
None at this time						

CTE Budget (Insert rows as needed) N/A

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	
	ļ			
Subtotal:				
Total:				

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 Student Achieveme nt						
Based on the analysis of school data, 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		
			1.1.	1.1.	1.1.		
<u>Additional Goal #1:</u> N/A		2013 Expected Level :*					
		1.2. 1.3.		1.2. 1.3.		1.2.	

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
N/A						

Additional Goal(s) Budget (Insert rows as needed) N/A

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 Additional Goal(s)

Final Budget (Insert rows as needed) Please provide the total budget from each section.	
Reading Budget	Total
CELLA Budget	1 Utal
	Total
Mathematics Budget	
	Total
Science Budget	
	Total
Writing Budget	
	Total
Civics Budget	
	Total
U.S. History Budget	
	Total
Attendance Budget	
	Total
Suspension Budget	
	Total
Dropout Prevention Budget	
	Total
Parent Involvement Budget	
	111.00 Total
STEM Budget	
	Total
CTE Budget	
	Total
Additional Goals	
	Total

Grand Total:

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

• 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.

 \Box Yes $X\Box$ No

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

Meetings schedule is listed on the school website. Newsletters are sent home with students to try to encourage parent attendance. Monthly meetings are held on the same day and time to help prospective members with organizational procedure schedules.

Describe the activities of the SAC for the upcoming school year.

Monthly meetings that are marketed through the school website and monthly newsletters. Constant website updates.

Describe the projected use of SAC funds.	Amount
NA	
June 2012	
Rule 6A-1.099811	
Revised April 29, 2011	