

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

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

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

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

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 year)
Rudolph Rolle Willie Benjamin	MS, Administration and Management of Educational Programs; Nova Southeastern University BS, Business Administration with minor of Economics; Bethel College BS ,MS , Ed S , Ed. D Guidance , P. E., Sch. Principal /all levels /	5 3	3 25	No school grade given for the Academy's. (LA-Eustis and Leesburg) 2011-2012, collectively the Academy showed that 42% of students attended had learning gains, in which 97% of students attending Lake Academy are classified as "lowest 25%". 2011-2012 LA-Eustis has dropped the number of restraints by 70%. Student attendance is up by 93% and students are showing remarkable learning gains for both reading and math.
Chad Chieffallo	Masters in Education in Supervision and Administration Temporary in Social Sciences/ESE	5	3	2011-2012 school achieved an 85% reduction in the number of restraints. 2011-Current – Working Doctorate in Educational Leadership with emphasis in Curriculum and Instruction.

Instructional Coaches

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

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

Highly Effective Teachers

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

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

Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	
.1%	75%	19%	.1	44%	19%	0	0	

Teacher Mentoring Program/Plan

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

	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
ct	Ms. Harrison	Ms. Harrison is a first year teacher	Teacher orientation to system policies, procedures and protocols. Teacher will be exposed to Board standards, District Curriculum Map and RUC2-Ready initiative.
rdner	NA	NA	NA

Additional Requirements

Coordination and Integration- **Title I Schools Only**

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

School-based MTSS leadership team.

Mr. Chieffallo, Mr. Benjamin, Ms. Geiger, Ms. Burch and Ms. Boldrey

Describe the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/collaborate? When there are conferences about students, behaviors, etc. a meeting is held with Mr. Rolle to determine the schools course of intervention(s). Based on the data, it is determined that RtI, FBA-BIP and or Social Work interventions are necessary depending on the issues that are presented. If part of the transition process, the school will be informed of the Academy's meeting to be held and are encouraged to participate.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem is addressed in developing and implementing the SIP? Different sections of the SIP are given to each member or the team and are discussed in a group setting. The data and processes are then recorded and documented as part of School Improvement Plan.

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.

Scholastic Math/Reader, PMRN, FAIR

Describe the plan to train staff on MTSS.

Describe how the district initiative, plan and timeline that has been set initiated by Dr. Moxley and staff.

Describe the plan to support MTSS.

Describe how the district initiative, plan and timeline that has been set initiated by Dr. Moxley and staff.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

School-based Literacy Leadership Team (LLT).

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

Describe the major initiatives of the LLT this year?

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

****Elementary Title I Schools Only: Pre-School Transition***

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

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

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

We provide a 90 minute block for reading in all classrooms daily. Along with the reading block, all students have technology that will help them to achieve the desired reading level for their individual plans. Tools such as FCA7 are just a few of the tools we use to help students in reading in the classroom.

****High Schools Only***

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

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

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

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

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

Postsecondary Transition

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

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

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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

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

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

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

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

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

s but achievable Annual Measurable (s), identify reading and mathematics target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-20
e t	Baseline data 2010-2011		NA	17	25	33	42
A:							
ysis of student achievement data and ing Questions,” identify and define rovement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
roups by ethnicity (White, Asian, American Indian) not ory progress in reading.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Analysis of student achievement data and Learning Questions,” identify and define improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Results
Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
C:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Analysis of student achievement data and Learning Questions,” identify and define improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Results
Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
D:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Analysis of student achievement data and Learning Questions,” identify and define improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Results
By Disadvantaged students not making satisfactory progress in reading.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
5E.3.			5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
Activity	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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.

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

Strategy	Description of Resources	Funding Source

Technology

Strategy	Description of Resources	Funding Source
Implementation of new scholastic reader inventory	Reading software	Lake Academy

Professional Development

Strategy	Description of Resources	Funding Source

Other

Strategy	Description of Resources	Funding Source

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
English and understand spoken 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	Expected Outcome
Goal 1: Speaking proficient in English. 2012 Current Percent of Students Proficient in Listening/Speaking: _____ <i>Enter numerical data for current level of performance in this box.</i>		1.1.	1.1.	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.
Understand 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	Expected Outcome
Goal 2: Reading proficient in reading. 2012 Current Percent of Students Proficient in Reading: _____ <i>Enter numerical data for current level of performance in this box.</i>		2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.

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

Strategy	Description of Resources	Funding Source

Technology

Strategy	Description of Resources	Funding Source

Professional Development

Strategy	Description of Resources	Funding Source

Other

Strategy	Description of Resources	Funding Source

End of CELLA Goals

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

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

Summative Assessment: Students 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
1	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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 Achievement				
Analysis of student achievement data and "Identifying Questions," identify and define areas of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Students scoring at level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
1	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
Grade Assessment: Students 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
1	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Analysis of student achievement data and "Closing the Achievement Gap Questions," identify and define areas for improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Results
Students scoring at or above levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
1. Students Baseline Case % (2)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% of students achieved level 4 in mathematics.	11% (2) students will achieve level 4 in mathematics					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
Formative Assessment: Students at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
1. Students Baseline Case % (2)	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

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

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

s but achievable Annual Measurable (s), identify reading and mathematics target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-20
e t	Baseline data 2010-2011						
	l #5A:						
	e goal in this box.						
ysis of student achievement data and g Questions,” identify and define areas ement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
groups by ethnicity (White, Asian, American Indian) not ory progress in mathematics.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
l	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Analysis of student achievement data and Learning Questions,” identify and define areas of concern for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
1 e	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Analysis of student achievement data and Learning Questions,” identify and define areas of concern for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
1 e	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

Analysis of student achievement data and Exit Questions,” identify and define areas of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Low-achieving Disadvantaged students not showing progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
1 e	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

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]).

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

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

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

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

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

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

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

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

s but achievable Annual Measurable (s), identify reading and mathematics target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
e t	Baseline data 2010-2011						
	l #5A: e goal in this box.						
ysis of student achievement data and g Questions,” identify and define areas ement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Ev
groups by ethnicity (White, Asian, American Indian) not ory progress in mathematics.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de- escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	5B.1. 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	5B.1. 1. Staff will collect data on behaviors and performance to see if strategies are effective. 2. Staff will collect work samples. 3. Staff will gauge pre and post assessment data.	5B.1. 1.Student t 2.Behavior
l will % in a was	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Students exhibited severe behavioral issues that interfere with the ability to learn.				
	White:NA Black:6% Hispanic:NA Asian:NA American Indian:NA	White:NA Black:10% Hispanic:NA Asian:NA American Indian:NA					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

Analysis of student achievement data and "Driving Questions," identify and define areas of concern for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
1 0	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Analysis of student achievement data and "Driving Questions," identify and define areas of concern for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. 1. Student behaviors 2. Student Attendance	5D.1. 1. Continue to provide Positive Behavioral Supports for students with disabilities. 2. Continue to monitor attendance at school.	5D.1. 1. Teachers 2. Guidance Counselor 3. Site Administrators 4. Administrator	5D.1. 1. Staff will collect data on behaviors and performance to see if strategies are effective. 3. Staff will collect work samples. 4. Staff will gauge pre and post assessment data.	5D.1. 1. 2.
Not at baseline Please students	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA-LA-E 9%-LA-L	NA-LA-E 10%-LA-L					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Analysis of student achievement data and "Closing the Gap Questions," identify and define areas for improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Low achieving Disadvantaged students not making adequate progress in mathematics.			5E.1. 1. Student Behaviors 2. Attendance	5E.1. 1. Continue to provide Positive Behavioral Supports 2. Continue to strictly monitor attendance for all students 3. Continue to focus on standards where determined students were failing	5E.1. 1. Administrator 2. Site Administrators	5E.1. 1. Staff will look at post data numbers to determine effectiveness.	5E.1. 1.
			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]).

Goal Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Analysis of student achievement data and "Exit Questions," identify and define areas for improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Goal #1: State Assessment: Students at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
1	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Analysis of student achievement data and "Exit Questions," identify and define areas for improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Goal #2: State Assessment: Students at Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
2	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Analysis of student achievement data and Learning Questions,” identify and define areas of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Results
Alternate Assessment: Percentage of students making learning gains in			3.1.	3.1.	3.1.	3.1.	3.1.
Item #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.	
Analysis of student achievement data and Learning Questions,” identify and define areas of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Results
Alternate Assessment: Percentage of students making learning gains at 25% making learning gains			4.1.	4.1.	4.1.	4.1.	4.1.
Item #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

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

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

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

End of Algebra 1 EOC Goals

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

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

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

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

Annual Measurable Student Learning and mathematics goals for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Geometry data 2011-2012		There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 0% to 10%.	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 10% to 15%.	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 20% to 25%	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 25% to 30%.	There is a high transient of students and this will affect the number of students that are tested within the school. This year the number of students that will pass the Geometry EOC will increase from 30% to 35%.
Geometry EOC will increase from 2011-2017.						
Achievement data and identify and define the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Demographic (White, African American, Hispanic, American Indian) not in Geometry.	2013 Expected Level of Performance:*	3B.1 Students do not have the fundamental mathematics skills to learn and apply Algebra 1 concepts. *Anticipated barriers are the same for all subgroups.	3B.1 1. Staff will teach and incorporate calculator use within the classroom. 2. Concepts will be differentiated to the learning styles of the students. 3. Application of the skills will be taught through focused teaching, guided instruction, and collaboration before independent learning will commence. 4. Student will use IXL.com to work on fundamental math skills and algebra skills at least 20 minutes per day.	3B.1. Principal, site administrator and lead teacher.	3B.1 1. Staff will conduct formative assessments during the guided instruction in the classroom. 2. Student will complete summative assessment weekly of concepts taught to ensure comprehension. 3. Staff will administer scholastic math inventory at least once per 9 weeks.	3B.1. 1. Scholastic Math Inventory 2. IXL.com 3. Formative Assessments a) Guided Instruction b) Verbal Feedback c) Daily Practice d) Collaborative Grouping 4. Weekly review quiz
	White: 10% Black: 10% Hispanic: 10% Asian: 10% American Indian: 10%					
		3B.2. Students exhibit behavioral/mental health issues that interfere with their ability to remain focused and retain Algebra 1 concepts	3B.2 1. Behavior Analyst and lead clinician will meet with staff after observing the classroom. 2. Positive Behavioral Supports (PBS) will be integrated into the school along with the school store. 3. Staff are trained in de-escalation techniques and will be trained in preventative interventions. 4. Off-level system will be initiated to keep students on level and prevent long term behavioral disruptions as a result of being dropped.	3B.2 1. Lead Behavioral Tech 2. Lead Teacher 3. Site Administrator 4. Administrator	3B.2 1. Staff will collect behavioral data on the points earned by students on a daily basis. 2. Staff will collect data and information on behaviors leading to points not being earned. 3. Graphs will be used to determine progress on behaviors and level system. 4. Increase percentage of on-task behaviors will be used as a measure of success.	3B.2 1. IXL.com certificates showing mastery in content and practice. 2. Behavioral Graphs 3. Formative Assessments a) Guided Instruction b) Verbal Feedback c) Daily Practice d) Collaborative Grouping 4. Scholastic Math Inventory
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities
Please note that each strategy does not require a professional development or PLC activity.

Topic	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

Mathematics Budget (Insert rows as needed)

ool-based funded activities/materials and exclude district funded activities /materials.

Program(s)/Materials(s)			
	Description of Resources	Funding Source	Amount

	Description of Resources	Funding Source	Amount
oftware from Schoolastic	Reading and Math Inventory	Lake Academy	\$3750.00

velopment

	Description of Resources	Funding Source	Amount

	Description of Resources	Funding Source	Amount

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

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

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

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Analysis of student achievement data and identifying Questions,” identify and define improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Alternate Assessment: Students at Achievement Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Analysis of student achievement data, and identifying Questions”, identify and define improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Alternate Assessment: Students at Achievement Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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 Goals			Problem-Solving Process to Increase Student Achievement				
Analysis of student achievement data and identifying Questions,” identify and define improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Students at Achievement Level 3 in Biology			1.1.	1.1.	1.1.	1.1.	1.1.
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					

			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Analysis of student achievement data and Guiding Questions,” identify and define improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Expected Outcome
Analysis of student achievement data and Guiding Questions,” identify and define improvement for the following group:			2.1.	2.1.	2.1.	2.1.	2.1.
2: <							

End of Biology 1 EOC Goals

Science Professional Development

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

Science Budget (Insert rows as needed)

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

End of Science Goals

Writing Goals

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

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

Writing Professional Development

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

Writing Budget (Insert rows as needed)

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

End of Writing Goals

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Analysis of student achievement data and "Guiding Questions," identify and define areas for improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation
Students at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Students at or above Achievement Level 4 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

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

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

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

End of U.S. History Goals

Attendance Goal(s)

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

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

Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Small group meetings on potential High Risk Students	1-12	Principal	Principal, Assistant Principals, Teachers and Social Worker	At least once per nine-week period	Once per nine-week period	Principal and Assistant Principals

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

Suspension Goal(s)

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

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Suspensions	6-8	Principal/District Staff	School-Wide	Once Per Nine-Weeks	Track the number of suspensions	Site Administrators

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Dropout Prevention	6-12	Community Based Organization	School Wide	Bi-Annually	Track the number of Dropouts each year.	Principal/Site Administrators

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

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

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

Parent Involvement Professional Development

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Professional Development

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase 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	Priority
<u>CTE Goal #1:</u> NA	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

Strategy	Description of Resources	Funding Source

Technology

Strategy	Description of Resources	Funding Source

Professional Development

Strategy	Description of Resources	Funding Source

Other

Strategy	Description of Resources	Funding Source

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase 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	Person or Position Responsible for Data Collection
1. Additional Goal			1.1. Staff and student buy-in to the initiative.	1.1. Model the changes that we would like to see in each student. Establish a set of global objective that all staff and students will practice daily; Safety, Responsibility and Respect.	1.1. All Staff	1.1. Raw Data
1. Additional Goal <u>Additional Goal #1:</u> Continue to implement an anti-bullying program by focusing on Positive Behavioral Supports and LEAPS lesson support.	2012	2013				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavioral Supports	All	Principal & AP's	School Wide	Monthly	Track number of incidents on a daily basis to be presented at school staff meetings.	Principal, AP's and Administrative Assistant

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

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

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget**CELLA Budget****Mathematics Budget****Science Budget****Writing Budget****Civics Budget****U.S. History Budget****Attendance Budget****Suspension Budget****Dropout Prevention Budget****Parent Involvement Budget****STEM Budget****CTE Budget****Additional Goals**

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X ☐ Yes ☐ No

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

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

Describe the projected use of SAC funds.	Amount